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Abstract

This study examines the practice of sponsorship in the selection process of public school superintendents. This active intervention facilitates the distribution of information concerning vacancies and brings selected individuals to the attention of appropriate agencies. The data used are relevant literature and semistructured tape-recorded interviews with 17 sponsors and 4 sponsorees. Sponsorship as a focus for analysis raises four questions related to the career of the public school superintendent: (1) Who are the persons who provide the career intervention? (2) Who are the selected individuals receiving the career support of a sponsor? (3) What kind of intervention is involved? and (4) What are the results of this intervention? Sponsors, sponsorees, and the consequences of sponsorship in the area of educational administration are examined. (MF)

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CAREER SPONSORSHIP IN THE SCHOOL SUPERINTENDENCY

Robert Louis Rose

A Project Report

JUNE, 1969

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University of Oregon Eugene, Oregon

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R.L.R.

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CHAPTER I

SPONSORSHIP IN EDUCATIONAL ADMINISTRATION

Background, Purpose of Study and Definitions

Each year some 2000 public school superintendencies in the United States are vacated, thus creating a like number of job opportunities for individuals possessing the appropriate administrative credentials and qualifications.[1] To take advantage of these opportunities for employment the aspiring candidates for a superintendency must be brought to the attention of a school board seeking an individual with their specific qualifications. This introduction of candidates into the selection process for a vacated superintendency is handled formally by professional, state, or university placement offices. However, such introductions also result from the efforts of established members of the profession acting as sponsors of given candidates.[2] It is this process of sponsorship of public school superintendents that is the focus of attention in this study.

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[1] Daniel E. Griffiths, The School Superintendent, (New York: The Center for Applied Research in Education, Inc., 1966), p. 60.

[2] That individuals other than official placement officers are involved in the placement of school superintendents is apparent in the following remark: "A retired professor of education told the present writer that he alone had recommended and placed at least a thousand

The fact that the personal sponsorship of candidates for the public school superintendency is a part of the placement process is not surprising in light of the available literature concerning procedures for selecting the school superintendent.[3] Griffiths'[4] work is representative of this literature in that he recommends the use of outside personnel or consultants to advise the board of education in

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superintendents." See Thomas H. Eliot, "Toward an Understanding of Public School Politics," American Political Science Review, 53:1049, December 1959. Also one superintendent interviewed by this investigator said that he relied very little upon the placement office when seeking a new position for two reasons: "One, because the placement officer must work with many individuals and have allegience to them all and two, because the fact is this is not where my jobs have come from. My jobs have come from recommendations of individuals being given to boards of education which in turn have contacted the placement office for my papers."

[3] See for example Griffiths, *op. cit.*, pp. 61-62; or Edgar Mendenhall, *The City School Board Member and His Task*, (Pittsburgh, Kansas: College Inn Book Store, 1929), p. 9; or American Association of School Administrators, *School Boards in Action*, (Washington, D. C.: The Association, 1946), p. 78; or American Association of School Administrators, *Choosing the Superintendent of Schools*, (Washington, D. C.: The Association, 1949), pp. 2-3; or American Association of School Administrators, *On Selecting A Superintendent of Schools*, (Washington, D. C.: The Association, 1962), p. 19; or Maurice E. Stapley, *School Board Studies*, (Chicago: The Midwest Administration Center, 1967), pp. 31 and 36.

[4] Griffiths, *loc. cit.*

establishing selection procedures and in the screening of applicants for the vacant superintendency. He also suggests that these outside consultants aid in the selection of candidates who are to be invited to apply for the position. It is at this point in the process that the opportunity arises for an individual, acting as a consultant, to use his influence in promoting the candidacy of a given prospect. He sponsors selected candidates for the position.

It is also recommended that prominent members of the profession other than the official consultants be asked to present nominations for the position either directly to the board or through the consulting committee. Again, the opportunity arises for the sponsorship of candidates to occur. This use of consultants and other professionals as resource persons for identifying prospective candidates does not preclude the direct application of additional candidates, but it does build into the selection procedure the opportunity for sponsors to act in behalf of selected candidates.

The sponsorship process in the recruitment and selection of candidates is not unique to the position of public school superintendent, nor to the field of education. The activities of sponsors and the consequences of the sponsorship process have previously been examined in other professional and organizational settings such as law, medicine, music, union management, industry, business, and higher education.[5] In a general discussion of careers in organizations one author has suggested that "noted sponsors" are one of several kinds of third parties available to any organization involved in the recruitment of new personnel.[6]

Even though the literature dealing with the selection of superintendents encourages procedures which are conducive to the practice of sponsorship in the selection process and the studies of this phenomenon in other fields have contributed to a greater understanding of the career lines in these fields,[7] there has been no previous attempt to examine this practice in the context of public school administration.[8]

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[5] See Erwin O. Smigel, The Wall Street Lawyer, (London: The Free Press of Glencoe, 1964), pp. 99-102; Oswald Hall, "The Informal Organizations of the Medical Profession," Canadian Journal of Economics and Political Science, 12:30-44; David N. Solomon, "Career Contingencies of Chicago Physicians," (Unpublished Doctoral Dissertation, University of Chicago, 1952), pp. 94-96; Howard S. Becker, "Some Contingencies of the Professional Dance Musician's Career," Human Organizations, 12:22-26, Spring, 1953; William Kornhauser, "The Union Official: A Study of Sponsorship and Control," The American Journal of Sociology, 57:443-452, March, 1952; Norman H. Martin and Anslem L. Strauss, "Patterns of Mobility Within Industrial Organizations," The Journal of Business, 29:101-110, (1956); Everett C. Hughes, "Ambition, Mobility and Sponsorship," Human Relations in Administration, (ed.) Robert Dubin, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), pp. 363-365; What Makes an Executive, (Report of a Round Table on Executive Potential and Performances), (New York: Columbia University Press, 1955), p. 102; and Theodore Caplow and Reece J. McGee, The Academic Marketplace, (New York: Basic Books, Inc., 1958), pp. 91 and 110.

[6] Barney G. Glaser, Organizational Careers: A Sourcebook for Theory, (Chicago: Aldine Publishing Company, 1968), p. 55.

It is the purpose of this study to examine the phenomenon of the sponsorship of public school superintendents, to introduce this concept into the professional literature in educational administration, and to demonstrate that consideration of this concept will contribute to our understanding of the career of the public school superintendent.

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[7] Hall, *op. cit.*, pp. 43-44; and Becker, *loc. cit.*

[8] Most of the research on careers in public school administration reported to date has dealt with the organizational attributes and formal constraints contributing to the mobility or lack of mobility of the individual. For example see: *Profile of the School Superintendent*, American Association of School Administrators, 1960; or Earl E. Mosier and John E. Baker, "Midwestern Superintendents on the Move," *The Nation's Schools*, 49:44-46; January, 1952; or H. M. Barr, "Should Superintendents Be Gypsies," *The American School Board Journal*, 122:33-37, February, 1951; or Eugene Dils, "How Administrators Climb the Ladder," *The School Executive*, 74:62-63, September, 1954; or Donald Hair, *Tenure and Turnover of Wyoming Public School Superintendents*, (Laramie: Curriculum and Research Center, College of Education, University of Wyoming, 1956), or William T. Carlisle, *Turnover and Demand by Public School Administration*, (New York: CPEA Digest Series, Teachers College, Columbia University, 1953); or Eugene Allan Todd, "The Administration of Change: A Study of Administrative Tenure," (Unpublished Ed.D. Dissertation, University of Houston, Houston, 1963); or H. Thomas James, "Our Itinerant Schoolmasters," *The Administrator's Notebook*, Volume III, February, 1955.

Sponsorship could be the center of inquiry in the study of any of the various careers within educational administration; however, as stated, this investigation focuses on the career of the public school superintendent. Thus, the following definition of the term "sponsorship" has been adopted as the frame of reference for the presentation of the data collected by the investigator: Sponsorship refers to the active intervention of established persons associated with or members of the educational administration profession in the career lines of selected individuals who aspire to be or are public school superintendents.[9] Such intervention is designed to enhance the career progress of the selected individuals as they pursue a career in the public school superintendency.

The persons who provide this intervention are "sponsors" and will be referred to as such throughout the remainder of this text. The individuals who are selected as recipients of this intervention will be referred to as "sponsorees."

The data upon which this paper is based were gathered by the investigator in interview sessions with established members of the educational administration profession identified as knowledgeable about the sponsorship of public school superintendents and with public school superintendents identified as recipients of career support through sponsorship.[10] This data will be presented as quotes from these interviews to support the various assertions and conclusions made by the author. When appropriate these quotes will be supplemented by specific references from the literature dealing with career sponsorship.

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[9] This is a paraphrase of the definition given by Hall, *op. cit.*, p. 33.

Sponsorship as an Analytical Focus

Sponsorship as a focus for analysis raises four specific questions related to the career of the public school superintendent: 1) Who are the persons who provide the career intervention? 2) Who are the selected individuals receiving the career support of a sponsor? 3) What kind of intervention is involved? 4) What are the results of this intervention?

Such a focus also suggests other questions which if explored would increase our understanding of the sponsorship phenomenon and its relationship to the public school superintendent's career. For example: What are sponsors like? What do they do? What are sponsorees like? What do they do as sponsorees? What effect does sponsorship have on the influence of sponsors, on the influence of institutions, on the careers of sponsorees? How and when is the sponsor-sponsoree relationship established? How is it terminated? What are the consequences of this phenomenon for public schools? It is around these and related questions that the data gathered in this study are organized and presented in the following chapters of this paper.

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[10] A complete description of the methodology employed in this study appears in the Appendix.

Chapter II deals with sponsors, the persons who actively intervene in the career lines of less influential members of the profession. Who are they? Where are they? What are their characteristics? What do they do?

The sponsorees are the focus of attention in Chapter III. Who are they? What do they do? What are their characteristics? Chapter IV explores sponsorship as an activity of training institutions, its relationship to the influence of these institutions, and current patterns of institutional activities related to the sponsorship of school superintendents.

Chapter V contains a discussion of the sponsorship process and its consequences for those involved in the process--the sponsor, the sponsoree, the training institution, and the public school system. A brief summary of the sponsorship process is presented in Chapter VI as well as a number of questions and implications related to the process which bear further scrutiny.

CHAPTER II

SPONSORS

Using the above definition of sponsorship it is improbable that any professional educator who has attained a position of professional responsibility has not acted as a sponsor in at least a minimal sense. This is true because of the extensive use of the placement file in education. This file, assembled by all members of the education profession through some placement office, contains the written recommendations of former professors, super ordinates, and colleagues with whom these individuals have been associated. Once these files are established they are presented in behalf of the individual each time he is a candidate for a new professional position. On these occasions the authors of the recommendations become "sponsors" of the candidate in that the recommendations are interventions in behalf of the candidate as he attempts to advance within his chosen career line.

It is also true that certain members of the education profession spend considerable time and energy in providing much more direct intervention on behalf of selected individuals and that this effort has a significant impact on the careers of these sponsorees. It is to these more active purveyors of career influence that the term sponsor is most often applied in the field of educational administration and to which the remarks in this paper apply. The activities performed by these individuals in the process of sponsorship include: Verbal encouragement at the time of recruitment and throughout the individual's career as an educational administrator; professional advice with respect to the choice of training programs and selection of professional positions; selecting the sponsoree for specific training programs or professional positions; selecting the sponsoree as a professional subordinate, colleague, or successor; nominating the selected individual for desirable administrative positions; speaking directly to the hiring agency in behalf of the sponsoree; and providing appropriate job-related assistance to the sponsoree in his professional position.

This chapter is concerned with individuals identified as active sponsors of public school superintendents. These are individuals who through their strong supportive actions have exhibited a personal interest in the career of one or more aspirants to the public school superintendency. This is not to say that the individuals discussed here do not have influence in other career lines, but that they are widely recognized for their influence in careers of the chief executive officers of the nation's schools.

Obviously, these individuals will not be identified personally, but will be discussed in terms of a class of individuals called "sponsors." Where are they? What are their identifying characteristics? What do they do as sponsors?

Sponsors: Where Are They?

Sponsorship by its very nature requires that the sponsor have considerable influence, power, and visibility within the profession. Therefore, it is not surprising to find that sponsors generally hold positions as state department officials, large district superintendents, professors of educational administration, or college and university administrators. Numerous examples of sponsors functioning in each of these positions were cited by the informants interviewed during this study, but by far the greater number of sponsors identified were, or had been professors of educational administration. The following comments illustrate the kinds of remarks made by the informants as they identified different sponsors of public school superintendents:

> There are relatively few professors, in educational administration particularly, who don't act as sponsors in some fashion. . . .
>
> You find a good many professors of school administration who have this same interest in finding, developing, and sponsoring young people in their career in administration.

> Now the man who helped to sponsor me in the state department of education was the assistant to the state superintendent in charge of curriculum instruction . . . he conducted a yearly campaign to get me out of that school system and move up into a higher job.
>
> I saw at one time in another state where the professor of educational administration took great pride in placing his boys in strategic positions, and he did constantly refer to them as "his boys". . . .
>
> One such person was _____, who was superintendent of schools in _____. For a very long time one of his proudest boasts was that he had found, developed, and helped place from his own system a substantial proportion of the better superintendents and administrators in northern _____. . . . He was a sponsor of this type.

This identification of most sponsors as professors of school administration might reflect the fact that the sample of informants interviewed consisted almost exclusively of professors of educational administration and that these individuals would tend to be more familiar with the activities of their university colleagues. However, closer examination of the role of the sponsor suggests that this is not necessarily the case and that it is reasonable to expect most sponsors to hold the position of professor.

If a person is to become a well known and highly active sponsor he must have the opportunity to meet a large number of potential sponsorees; he must be highly visible; and he must have contact with a large number of positions suitable for potential placement of the sponsorees. These external factors are, by and large, more available to the college or university professor than to individuals in the other professional positions mentioned above.

The college or university professor becomes acquainted with a great number of newcomers to the profession through his classes and through related activities assigned by the university. Hence, he is known to these individuals and to the districts from which they come to complete their education. He has a greater opportunity to become involved in research and survey activities which provide not only access to many school districts but material for publication as well, thus increasing his professional visibility. This visibility and the contact with a large number of students and school officials provide him with excellent opportunities for identification, recruitment, and placement of sponsorees.

Thus, it is not unreasonable to accept the consensus of the informants that a large proportion of the active sponsors of public school superintendents are professors of educational administration.[11]

It is important that we emphasize again that not all individuals who hold professional positions similar to those described here become highly active sponsors of public school superintendents. In addition to holding such a position of responsibility and influence the active sponsors also possess certain personal characteristics. In the words of one informant referring to an individual reputedly involved in sponsorship activities throughout the nation, ". . . it is a mixture of the man and the institution. . . ." It is these personal characteristics of sponsors that are the topic of the next section of this chapter.

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[11] A similar situation exists in the medical profession where it has been shown that the sponsorship of young doctors to hospital positions in the Chicago area often results from relationships established with professors and instructors during medical school. See Solomon, op. cit., pp. 94-95.

Sponsors: What Are Their Characteristics?

Clearly, the most distinguishing characteristic attributed to sponsors by the informants is an intense interest in other people, particularly in those with whom they establish the teacher-student relationship. Again, because of the great number of sponsors identified as professors most of the informants' remarks and examples relating to characteristics of sponsors involved professors and their activities.

This emphasis upon the sponsor's interest in people was expressed both by informants who identified themselves as sponsors and those who were speaking of individuals they considered to be sponsors. The most direct reference to this characteristic came in the succinct response of one nationally-known professor who, when asked for characteristics that distinguished sponsors from non-sponsors replied, "I think our basic interest in people!"

A second characteristic of sponsors is their pride in the professional accomplishments and advancement of individuals whom they have assisted in their career efforts. One informant suggested that this reflects the fact that most active sponsors have reached a point in their careers at which further advancement is unlikely because of their mature age and advanced position within the profession. Thus, their own careers are *faits accompli*, and they look to the future in terms of the accomplishments of individuals whose careers they have helped shape.

Other informants suggested that this pride is a result of evidence of a job well done. If a sponsoree is successful in a series of professional assignments, the sponsor assumes, probably justifiably so, that his influence on the individual has made a positive contribution to this success and to professional education.

For whatever reasons,[12] and they probably vary with different sponsors, the fact remains that sponsors do exhibit considerable pride when speaking of individuals whom they have sponsored. The following remarks are illustrative of this fact:

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[12] In the business world it has been noted that certain men ". . . are just natural leaders. They appears to be happier to have a young man they brought up become president than to be president themselves. Every good manager is as much interested in being known as a developed of men as for any other type of accomplishment." See, What Makes an Executive?, *loc. cit*.

> Now I took a lot of personal satisfaction and pride in presenting one of our graduates who has moved along in the rather meteoric fashion that _____ has.
>
> I had the privilege of presenting _____'s name for the consideration of the _____ Board of Education and he was, of course, as history records, elected to the post.
>
> I remember once a distinguished professor in one of the mid-western universities (he is retired now) took me into his office and said, "Look at those pictures, 82 of them. All of them are my doctoral graduate students."
>
> I have never picked one [sponsoree] that failed yet.
>
> . . . he [a professor of educational administration] did constantly refer to them as "his boys". . . .

This last remark containing the reference to "his boys" suggests a third characteristic attributed to sponsors of school administrators--a certain paternalistic attitude toward their sponsorees. They tend to have strong, dominant personalities and are not hesitant in suggesting appropriate courses of action for the sponsoree. One informant labeled them extroverts, another talked of their domineering and authoritarian qualities, while several used the term paternnalistic when describing the senior member of the sponsor-sponsoree relationship.

One of the superintendents interviewed demonstrated his awareness of this paternalistic quality of sponsors when he said, ". . . you know, that like a father, they [sponsors] have expectations for you, of what you can do, so it is constantly a challenge out in front of you."

A fourth characteristic of sponsors is their commitment to individuals and activities in the public school systems. They become actively involved in the problems of the public schools and consider the placement of administrators capable of dealing with these problems a highly important professional service and responsibility. Their concern for this responsibility is demonstrated by their choice of professional activities and the time they devote to the appropriate placement of individuals in the field.

Using professional jargon then, they are "field" oriented rather than "research" oriented. This is not to say that sponsors do not get involved in research activities; such a statement would be inaccurate. However, the primary interests of sponsors would seem to be the immediate problems of the practicing administrator (i.e., field oriented) and not the production of general professional knowledge (i.e., research oriented). Again, using professional jargon the informants continually referred to sponsors as the "practitioner" rather than the "researcher," the "teacher" rather than the "scholar," or the "user" rather than the "producer" of knowledge.[13]

One professor of educational administration who has had considerable experience as a public school superintendent had this to say about the relationship between teaching and sponsorship:

> It seems to me it is impossible to divorce sponsorship from the training process if we think of effective teaching as relating to the personal quality, and I don't see how you can divorce that from teaching . . . because to me that is the basic element of all successful teaching and an administrative program is merely a good teaching program as I see it.

A superintendent identified as a highly active sponsor was described as, "seeing the system as one that had a very real obligation to do this kind of thing [sponsorship], believing that through this he would build the most vigorous, vital school system."

Sponsors, then, have a strong field orientation and view sponsorship as one of the appropriate field activities in which they are professionally obligated to become involved.

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[13] There are exceptions to this generalization, especially as relates to sponsors who are active in the national placement of school superintendents. At least two well-known national sponsors of public school superintendents are highly regarded within the profession as scholars and researchers. These individuals are, however, equally well known for their sponsorship activities involving professors of educational administration as those involving sponsorship of public school superintendents.

The reader is reminded that this discussion deals with the sponsors of public school superintendents and that the emphasis upon field interests is related to the attainment of the influence and visibility necessary to assist in placement of sponsorees in this field. Thus, we would expect sponsors in other career lines to have quite different interests and that these interests would be closely related to activities within the given career which would enhance their professional visibility.

The last and possibly most important characteristic of sponsors to be discussed here is their ability to match individuals with superintendencies in which their performance will be judged satisfactory. Sponsors have a reputation among school districts as a good judge of which people will fit into what positions and only infrequently is a sponsoree unsuccessful in a position for which he has been nominated by a highly active sponsor.

This study does not attempt to determine how the sponsors make decisions leading to these nominations, but it is apparent that they give considerable thought to such decisions and are very concerned about the results. Since their reputation as a sponsor is based on the successes and failures of their sponsorees, it is not surprising that the more active sponsors are reputedly successful in their matching of individuals with positions. If they were not successful, they would not be asked for assistance by the school districts and they would not become known as sponsors. The success of the sponsoree in a given position, then, affects the career of the sponsor as well as that of the sponsoree.

This concern for and ability to make successful matches between positions and individuals is well stated in the following description of a sponsor who has been involved in placement activities throughout the nation:

> . . . he wants to help these men find a position in which they will be effective. He is a pretty shrewd judge of where they are good. He rarely says something nasty about a man, but he is perfectly capable of saying, "I doubt if so and so is ready for such a job." In short, I think over time he has built confidence in his own judgment about people in the minds of those who are doing the ultimate selecting.

Sponsors, then, are interested in people; they are paternalistic in their attitude and proud of the achievements of their sponsorees; they have strong, dominant personalities; they are committed to field activities within the profession; and they are successful in their efforts to match individuals with appropriate positions.

In the next section of this chapter we will examine the activities of individuals as they perform their role as sponsors of public school superintendents.

Sponsors: What Do They Do?

Sponsors' activities that are most closely related to the concept of sponsorship are those dealing directly with the placement of sponsorees in public school superintendencies. However, before the sponsor-sponsoree relationship reaches this phase, the sponsor also performs activities which lead to the selection of the individual as a sponsoree and to enhancing the professional growth and development of the sponsoree. In some cases these activities also include the termination of the sponsor-sponsoree relationship.

Placement Activities of Sponsors

It is as a result of placement activity that an individual gains a reputation as a sponsor. The activities discussed in later sections are important aspects of the sponsorship process, but they are peripheral to the essential task of assisting individuals in making professional moves that are commensurate with advancement through a successful career as a public school administrator.

The activities directed to this end will vary both with the sponsor and with his relationship to any given sponsoree, but the data indicated that there is an identifiable set of activities which illustrate the sponsor's interaction with potential employers in his attempt to assist the career progress of a sponsoree. These activities may be as indirect as a written or verbal response to a request for information about the sponsoree. They also may be as direct as the use of appropriate pressure on a prospective employer to encourage the employment of a sponsoree.

Activities of the latter type are, of course, highly suspect in terms of professional ethics and probably are not typical of the sponsorship process, but they can and do occur. For example, one informant told of his being sponsored for a superintendency by a state department official who used the hint of a loss of state accreditation to encourage the board to hire the recommended candidate.

> This district was in danger of losing its accreditation and he [the state department official], as I subsequently learned, informed them that if they selected a new superintendent who, in the opinion of the state department of education had the ability to pull the school district up they would be given two years to show what kind of progress they could make.

The informant, of course, was the man so regarded by the state department, and he was consequently elected to this superintendency.

If the sponsor-employer interactions related to placement and selection of superintendents were ordered in terms of a continuum of intensity of support provided by the sponsor, the above activities would represent the two extremes of that continuum. The least a sponsor can do in behalf of a candidate is answer a request from the future employer concerning the candidate's qualifications. On the other hand, the most extreme supportive action a sponsor can exhibit is the use of power and/or authority he may possess to insure the success of the sponsoree's candidacy for a position. This type of action could take the form of a direct appointment of a sponsoree to a position by the sponsor or the use of pressure to encourage an appointment as in the above example.

Between these extremes are the more typical activities of sponsors. They include responding to requests for nominations for positions, monitoring the employment scene so that the sponsors are aware of placement possibilities for their sponsorees, and making phone calls or visiting board members to support the candidacy of a sponsoree following his nomination for a position. Figure 1 shows the relative positions of these activities on a continuum ordered with respect to the intensity of support provided by the sponsor.

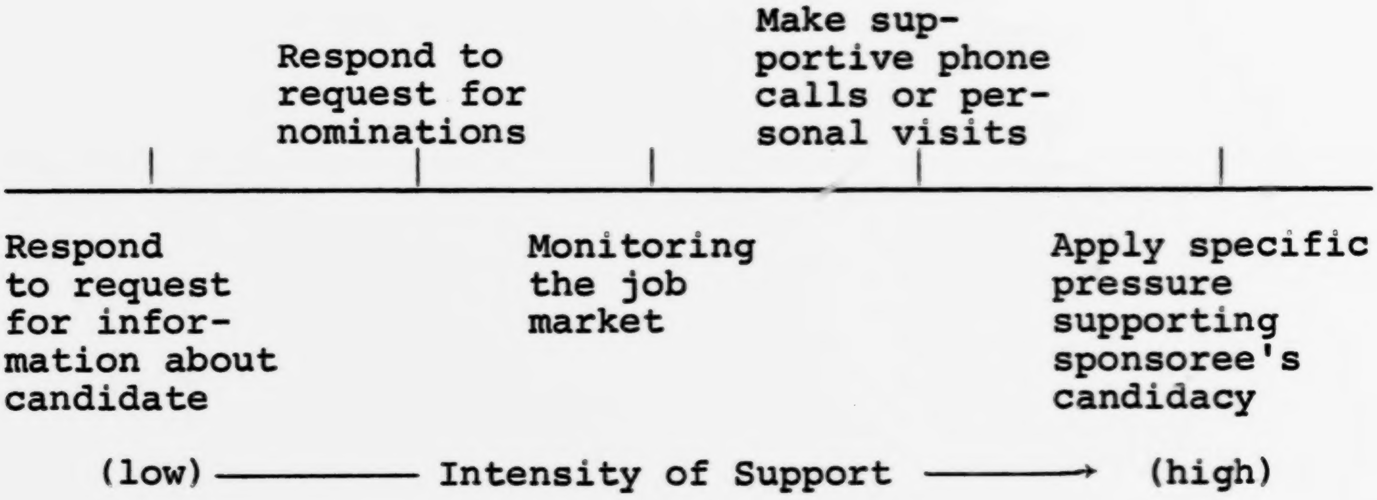
Respond to request for nominations
Make supportive phone calls or personal visits
Respond to request for information about candidate
Monitoring the job market
Apply specific pressure supporting sponsoree's candidacy
(low) Intensity of Support (high)

Figure 1

The activities named above were all illustrated in the remarks of one or more of the informants interviewed in this study; in fact, the concept of the continuum was first verbalized by one of the informants. However, it must be noted that reference to activities involving the more intense support of sponsors was infrequent, as compared to remarks dealing with letters of recommendation, providing nominations, and monitoring the job market. For example, remarks such as, "Oh, frequently letters [requesting nominations] have come to me. . . ." or, "A superintendent whom I know came to me and said, 'I am opening a new high school and I need a young man who can develop innovative programs for principal.' I recommended a man and he was selected. . ." or, ". . . anyone who works with graduate students in preparing them for professional positions inevitably gets asked for nomination. . . ." were typical of those made by all of the informants.

These minimal sponsorship activities are performed by a great number of individuals who hold positions of professional responsibility. The data also indicate that many of these same individuals make some effort to monitor the job market and to remain alert for positions which would be attractive to their sponsorees in terms of career advancement.

> Sponsors both seek out positions for their proteges and are alert for the accidental or

> chance situation in which an appropriate position turns up.
>
> . . . they also monitor potential openings. I have some evidence to believe that they even make decisions before somebody is going to leave a position, may learn in a year or so, that when he retires so-and-so should be moved into this spot.
>
> Sure, if I heard that _____ was opening up [the superintendency of that city was to be vacated] and after a period of time I didn't hear from anyone there I would take the initiative in writing and saying, "I understand that the superintendency is open and may we submit nominations?" But, we try to do this in very good taste; we don't do it at random, and we only do it when we think we can back it up with a good nomination.

In response to the investigator's question as to how a sponsor would know of desirable openings, an informant replied:

> I think it is usually because somebody gets in touch with him. He is also knowledgeable about the systems; he is likely to know who is going to leave a job. . . .

Sponsors accomplish this monitoring as they perform their assigned professional duties. In the process of conducting surveys, performing consulting services, and fulfilling speaking engagements they establish friendships and become visible to a large number of public school officials. These friendships and acquaintances form the core of a communication network the sponsors use to obtain and distribute information concerning professional matters, usually related to placement opportunities within the profession.[14]

Information is fed into this informal network and retrieved through one-to-one contacts in the form of infrequent phone calls, occasional written correspondence, and brief face-to-face meetings at professional gatherings. The information exchanged in these contacts is often not available through more formal channels and deals with such topics as the qualities of a sponsoree, the availability of specific positions, and an appraisal of a sponsoree's performance. One informant described this bypassing of formal communication channels in the following remark about a sponsor:

> _____ sort of carries around in his head much additional information, especially about potential administrators that he can tell somebody at lunch in Atlantic City,[15] that they wouldn't get if they wrote in for it.

It is worthwhile to note that the particular sponsor was present when this remark was made and that he did not object to this description of his use of the informal communication network.

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[14] It has previously been suggested that such networks among colleagues are a part of all professions, especially those involving skills easily transferred from one organization to another and in demand throughout the nation. See Fred E. Katz, "Occupational Contact Networks," Social Forces, 37:52-55, October, 1958.

[15] Atlantic City is the cite of the annual meeting of the American Association of School Administrators.

Another informant described this chance exchange of placement related information by relating an incident in which he had recently participated.

> Here recently a school board had some difficulty and decided to terminate its relationship with the superintendent, for good cause. I happened to be in _____ at a meeting when the chairman of a board was telling me about his difficulty and I said to the chairman, "I know your situation, I know your problem, and here is a man you ought to look at for the position." Subsequently, they have invited this man to come to be interviewed.

Note that although this meeting with the particular board chairman was unplanned, the informant, who is by reputation and his own admission an active sponsor, had prior information concerning the board's problem and had in mind a candidate for the position.

The importance of such informal networks to the sponsorship process is further illustrated in the following remark by an informant: ". . . maybe it is a function of his not being in the communication network which operates to help in placing the superintendents."

The informant was discussing an individual who holds a very prominent position in education in a large Eastern state. He indicated that this person was not an active sponsor of school superintendents even though he occupied a position which afforded him the power and visibility to be one. Obviously, it is possible that the person had no desire to become involved as a sponsor or did not see this as part of his role and thus didn't attempt to act as a sponsor. However, the point that is illustrated in this remark is the informant's awareness of these informal networks and the key role they play in the sponsorship process and the placement of public school superintendents.

Sponsors also use these informal contacts to obtain information concerning the performance of their sponsorees. One sponsor provided the following response to a question dealing with his attempt to evaluate the on-the-job performance of his sponsorees:

> This is probably done informally. I am concerned with the performance of any man whose placement I have anything to do with. I am interested if I hear anything about his work. If I have any opportunity to go and observe his work, to talk with any of the staff members there, or with some of the board members I may learn something. I am always interested in this information, but I personally have not conducted any systematic method of acquiring this information.

This sponsor does not seek information concerning the performance of his sponsorees through official channels, but he is prepared to obtain this information through informal contacts whenever possible.

These informal communication networks connecting sponsors, sponsorees, and school officials are the principal means by which sponsors monitor the current employment scene and distribute information contributing to the professional movement of their sponsorees.

Sponsorship activities which are properly placed in the two strongest categories of the support continuum occur only infrequently in the sponsorship of public school superintendents.

With respect to sponsors appearing in person before a prospective employer to support the candidacy of a sponsoree one informant suggested that this was quite common some years ago, but because of improved personnel practices this was no longer the case. He said:

> I think most people avoid this [personal contact]. It used to be done. I can name you dozens of instances in which the sponsor not only recommended the guy for the job by telephone calls or letters, but actually went out to see board members--but that isn't done so much anymore because good employment procedures are such that this would prejudice a board against an individual as much as anything else.

Another informant concurred with this position that personal appearances on the part of sponsors are not common, ". . . actually appearing before a board of education as an advocate of a sponsoree. I frankly wouldn't see very much of this being done. . . ."

However, this same informant did suggest that there are occasions when sponsors do make these personal appearances before school boards. He referred to one sponsor who reportedly is influential in the placement of superintendents throughout the nation with the following remark:

> The sense I have of _____'s operation is that sometimes he does this. He actually goes

> to the board of education and acts as the advocate of the particular candidate.

It is the impression of the investigator that this remark is correct in that sponsors may *occasionally* make personal appearances in behalf of candidates, but it would be inaccurate to interpret this activity as the norm for this man or for sponsors in general.

Phone calls made to boost the candidacy of a sponsoree are a more common maneuver, but even these are made with considerable discretion and most often only when the sponsor personally knows the individual called.

All of the informants took great pains to insure that the investigator understood that any efforts on the part of sponsors to exert influence on a board based on their own reputation or position rather than the potential of the candidate was highly unethical and rare. This was true of the references to personal appearances by sponsors before boards and especially true of the last category on the continuum referring to the use of pressure by the sponsor. In fact, the only direct reference to the occurrence of such an activity was the one cited earlier in which the sponsor was a state department official who used his office to pressure a board into making a specific appointment. There were references to sponsors appointing individuals to specific positions within their jurisdiction, but it was suggested that this was always done on the basis of the sponsoree's qualifications and was in no way to be construed as unethical.

Sponsors, then, perform several activities as they interact with employers of public school superintendents, each of which provides differing degrees of support for their sponsorees. They write letters, make phone calls, answer requests for nominations, initiate nominations, visit boards of education, appoint sponsorees to positions, or use their authority to insure the sponsoree's appointment by another agency. They conduct these activities concurrently with their assigned professional duties and rely on informal communication networks within the profession to supplement official channels in obtaining and distributing information needed to make them effective sponsors.

Selection of Sponsorees

Sponsorees are identified and selected for their role as a result of personal contact with the sponsor, upon recommendations of colleagues whose judgment the sponsor respects, or on the basis of the public and private record of the professional achievements of the sponsoree.

Historically, some type of personal contact has been a requisite for establishing the sponsor-sponsoree relationship. This contact was in the form of a student-teacher relationship or a professional relationship in which the sponsor acted as consultant, adviser, or super ordinate to the sponsoree. Based on these relationships the sponsor would judge the future sponsoree to be a potentially successful administrator and begin to encourage and assist him in his professional career.

There is evidence that some of these relationships were initiated on the basis of very brief, informal encounters. For example, an ex-superintendent told the investigator,

> . . . I had an immediate need for an administrative assistant and while attending a teachers' organization meeting I was introduced to a chap who I felt had skills that were very unusual. The following day I talked with him about coming into the central office and he expressed an immediate interest. He was soon there, and thus began an association which now has lasted for more than a quarter of a century.

This informant went on to describe his efforts to assist the selected sponsoree in his career advancement as a public school administrator over this period of a quarter of a century.

Here it is seen that the initial selection of the sponsoree resulted from a chance encounter between the sponsor and sponsoree at a professional meeting. Of course, the relationship would not have continued as it did had the sponsoree not been successful in the central office assignment, but the fact remains that the initial selection of the individual as a sponsoree was triggered by this brief, informal encounter.

In contrast to this situation the investigator was told of sponsor-sponsoree relationships which evolved as a result of much more formal evidence of the sponsoree's potential. The head of a department of educational administration, when discussing his association with a sponsoree, said

> I soon found that in a class of some 25 or 30 people he obviously was one of the ablest persons I had . . . before the summer was out I asked him if he would like to come back the next summer and be my assistant and he said he would. . . . Now in many ways I had something to do with _____ over a period of at least six or eight years. . . . I have maintained some relationship with him since, in fact he and I have recently published a book. . . .

A dean at a West coast university discussed his early career in public education and the fact that he was selected as a sponsoree by his building principal.

> My second year I was teaching in a high school and the principal said to me, "You are going to be an administrator. I am going to retire in a couple of years and I think you ought to understudy me for the job so I am going to assign you some chores, if you are willing to do them, that will help prepare you [for administration]. This will give you the unofficial position of vice-principal of the high school." Whenever he left I was in charge and I took care of many administrative routines for him. When he left the principalship he recommended me for the job, but the school board didn't appoint me. I went to another school and with his assistance I became superintendent-principal of that district.

These three different situations illustrate the variability involved in the establishment of the sponsor-sponsoree relationship. They do not demonstrate all possible ways in which these relationships have been initiated, but they do illustrate a common factor in the selective process and that is the personal contact between the sponsor and sponsoree. As stated earlier this personal contact has in the past been a requisite for the initiation of the sponsor-sponsoree relationship. This is still generally true, but there are apparently an increasing number of exceptions to this generalization. These exceptions are a result of the increased use of superintendent selection committees and the rise of the professional consultant on these committees.

These committees[16] appointed by boards of education are charged with the responsibility of identifying and screening possible candidates for the local superintendency. In the process of doing so the committee members become familiar with the public record and confidential files of many individuals with whom they have had no personal contact. Those individuals who appear on a number of these committees have the opportunity to become quite familiar with the professional accomplishments of superintendents from all across the nation. Thus, they are no longer restricted to selecting sponsorees from the numbers of individuals with whom they personally interact.

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[16] For an analysis of the use of these committees in Ohio and Illinois see: Philip E. Tieman, "A Survey of Educational Consultants and Their Role in the Recruitment and Selection of School Superintendents." (Unpublished Doctoral Dissertation, The Ohio State University, Columbus, 1968).

On the basis of their familiarity with the public and private record of these individuals they begin to nominate them for positions and hence initiate the sponsor-sponsoree relationship in which they intervene in behalf of the career advancement of these selected individuals.

One informant described a situation in which a consultant called a prospective candidate and urged him to apply and interview for a superintendency because he felt this was the right man for the job and because the move represented an advancement in the man's career. This call was made even though the consultant had no previous personal contact with the individual. This appears to be an extreme example of the activities of these consultants, but it does emphasize the fact that personal contact may no longer be considered a requisite for the initiation of a sponsor-sponsoree relationship.

Professional Growth of Sponsorees

Once a sponsor identifies a sponsoree and the sponsor-sponsoree relationship is established, the sponsor begins to perform a number of activities which contribute to the professional growth and career advancement of the sponsoree. Some of these activities are directly involved with placement and the acquisition of new positions and are thus more readily identified with sponsorship. But, there are other less visible activities such as career counseling, professional advice and assistance, and psychological support, which are involved in the sponsor-sponsoree relationship and contribute to the professional growth of the sponsoree. These professional growth type activities occur throughout the professional career of the sponsoree.

During the period of professional training, which for school superintendents involves one to three years of post-baccalaureate work usually completed during several summers and/or a period of residency at the university, sponsors perform a number of activities related to the sponsoree's professional growth. If the sponsor-sponsoree relationship has been initiated prior to the graduate program, sponsors often facilitate the entry of the sponsoree into such a program. They advise the sponsoree with respect to course work and often are instrumental in the sponsoree's choice of a dissertation topic. They provide for professional experiences outside the degree or certificate program by including the sponsoree in surveys, research, and consulting responsibilities in which they are involved. One informant summarized the activities of his sponsor and their relationship during this period with this comment: "Once _____ accepted me as a student he seemed to accept considerable responsibility for my progress in the program and throughout my career."

This list of activities indicates that the sponsor has considerable contact with the sponsoree during his early professional training; therefore, it is not surprising to find that sponsorees exhibit a form of kinship with their sponsors throughout their career. Evidence of this continuing affiliation is contained in the remarks of two informants now nearing retirement as they discussed their early sponsors.

> He had kind of an unofficial group, which for many years he added to each year two or three persons. He had kind of a fellowship and this was a group of people with whom he kept in touch with all through his career. . . . I would assume there must have been 50 or 60 of us that were in that group. . . . This was informal and personal. . . .
>
> Once a month Dr. Strayer[17] and Mrs. Strayer opened their home to those of us who were associated with the Strayer Club, and the purpose of the meeting was a further identification with educational problems and educational issues which would be presented by members of the organization and discussed by those in attendance. . . . These meetings contributed to the development of a personal relationship between Dr. Strayer and those of us who attended them. . . .

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[17] The direct reference to Dr. Strayer is used here because of his eminence in the field of educational administration, because the quote is complementary to Dr. Strayer, and because the anonymity of the speaker is not violated. Names of individuals will be used at various points in this text when similar conditions prevail.

Once the sponsoree has completed his training program and assumes his role in the professional field, the sponsor is often called on or volunteers to advise the sponsoree with respect to professional moves the sponsoree might be considering. The sponsor also becomes a source of advice, information, and assistance with respect to professional problems faced by the sponsoree in his assigned position.

The amount and kind of such advice provided by the sponsor or sought by the sponsoree will vary with the individuals involved, but there is considerable evidence that such exchanges between the sponsor and sponsoree are quite common. Addressing himself to the problem of career counseling or advice on professional moves, one informant related the following incident:

> _____ called me almost the same day and asked me how I appraised this particular job for him. Earlier I had recommended that he go for it, but when he saw he was one of the top two candidates he wanted to get another reading as to how I saw this job and its career opportunities for him.

Another informant cited an incident in his own career in which the sponsor volunteered advice on a professional move in a very direct manner. In the words of the informant:

> One day he came to me and said, "_____, if you are going to stay in this business you have to leave this school. I have three schools that I am recommending you for. Now, I want you to go and visit these three schools and after you have, you tell me which one you want to do the job at

> and I am going to get you that particular job."

The informant went on to say that this is exactly what happened. He made a choice and was appointed to the position.

Here we have two examples of advice given by the sponsor which pertains to the career moves of the sponsoree. The examples are strikingly different in that in one case the sponsoree seeks the advice and presumably may or may not heed the direction of the sponsor. In the other case the sponsor assumes the initiative and offers the advice in such a direct manner that the sponsoree is unlikely not to do as suggested.

That the sponsorees use sponsors as resource persons for problems other than those related to career moves was clearly stated or implied by all of the informants interviewed in this study. Sponsorees are not hesitant to call or write directly to their sponsors and ask for assistance related to their professional problems. They call on these same sponsors to do surveys of their districts and make recommendations related to the conducting of the affairs of the district. They invite their sponsors to make public appearances and give lectures related to problems within the district and within the profession.

These requests are obviously made of prominent educators, irrespective of sponsorship, but there is an apparent tendency on the part of sponsorees to make them of individuals with whom they have established this sponsor-sponsoree relationship. These are the persons whom they know well, who have provided support on other occasions, who are easily accessible, whom they respect, and who quite likely have previously indicated a willingness to respond to such requests.

Likewise, the sponsors are inclined to respond favorably to such requests for assistance from their sponsorees, as these are the individuals in whom they have invested a portion of their reputation and professional judgment.

Termination of Sponsorship

The sponsor can terminate the sponsor-sponsoree relationship at his convenience by ceasing to provide placement and other related assistance for the sponsoree. He apparently chooses this course of action under one of the following conditions, which are essentially controlled by the sponsoree. (As such, they will be discussed more fully in the next chapter, "SPONSOREES.")

The sponsor will cease to provide sponsorship assistance for the sponsoree when it is apparent that the sponsoree does not have the necessary competencies or ability to perform successfully as a public school superintendent. This situation, of course, is dependent upon the judgment of the sponsor but will occur as a result of the sponsor's knowledge of the sponsoree's professional activities. In the following comment one informant suggested that sponsors do terminate the sponsor-sponsoree relationship in the case of less than adequate performance:

> The sponsor-sponsoree relationship presupposes, of course, a high degree of confidence on the part of the sponsor. Now, if out of that expression of confidence should come less than an adequate return for the interest invested, what generally happens is that the sponsor loses his interest in the person being sponsored and the relationship becomes one of relatively short duration.

A second condition leading to the sponsor's termination of the sponsor-sponsoree relationship is the sponsoree's apparent lack of interest in maintaining the relationship. Sponsors will not force their assistance on a sponsoree. If a sponsoree repeatedly rejects a sponsor's attempts to assist him in his professional advancement or if he never requests such assistance, the sponsor will cease to initiate activities of this nature.

Sponsors will also cease to offer assistance to a sponsoree who has gained professional status equal to or greater than that of the sponsor or to one who has moved out of the area of influence of the sponsor. These situations most often occur when the sponsoree of a locally oriented sponsor becomes associated with a sponsor or sponsors who have a wider sphere of influence than did the original sponsor.

This reference to the sphere of influence of a sponsor brings up a final comment concerning the activities of sponsors. Sponsors differ with respect to the geographical areas in which they have the necessary influence to act as a sponsor of public school superintendents. Some sponsors are well known throughout the nation and are involved in placement activities on a national scale, whereas others have reputations for placement activity only within a given state or region of the nation. Those who have national influence will be found to be involved in educational activities throughout the nation and will view the entire nation as the appropriate place in which to perform professional activities. Those who have a more limited area of professional influence will view this area as appropriate for their activities and make little attempt to establish a wider reputation. The nationally oriented sponsor will more often be involved in the selection and sponsoring of candidates for the superintendency in city or suburban districts than will the "local" sponsor. He is not limited in his placement activities to these kinds of positions, often referred to as the "top" or "plum" positions within the profession.[18] However, it is the visibility gained from assisting in the selection process and/or having sponsorees in these plum superintendencies throughout the nation that establishes the sponsor as a national sponsor of school administrators.

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[18] One national sponsor told the investigator that for every big city placement he was involved in he probably assisted in the placement of superintendents in five smaller jobs.

On the other hand, the local sponsor will be involved almost exclusively with smaller superintendencies and lesser administrative positions within a given geographical area and his visibility as a sponsor is confined to this specific area.

Summary: Sponsors--A Brief Sketch

Within the population of individuals associated with the educational administration profession there is a sub-population called sponsors. The sponsors are so named because of their activities and efforts designed to assist other members of the profession to advance within their chosen career. As in any population of individuals, there is considerable variation within this sub-population of sponsors. There is variation in the positions held by sponsors, in their personalities, in how they select sponsorees, in how they support sponsorees, in the time they devote to sponsorship activities, in the importance they attach to these activities, and in their reasons for acting as sponsors. In this chapter we have attempted to describe these individuals who are sponsors of public school superintendents. We have examined the positions held by sponsors, their characteristics, the kinds of activities they are involved in, and their sphere of influence. To summarize the remarks about sponsors, the following sketches of two different sponsors are presented. Drs. Local and National are fictitious persons, but the descriptions of these individuals and their activities are illustrative of the activities of individuals identified as actual sponsors of public school superintendents by the informants interviewed during this study.

Dr. Local is a professor of educational administration at a Midwestern state university. He came to the university following a successful career as a public school administrator and is responsible for the administrative internship program as well as teaching.

Dr. Local is a well-known figure in professional education in his home state and in the northern half of the neighboring state. He appears frequently in this area as a speaker on educational matters and is the university consultant most often requested on matters dealing with educational administration. In the past five years he has been asked to consult with boards on problems of reorganization, building programs, merit pay proposals, and the selection of new superintendents.

Dr. Local is an active member of the state superintendents' association and at one time was president of that organization. He regularly attends meetings of this organization, as well as those of the two (secondary and elementary) state principals' associations. He has attended the national superintendents' meeting (AASA) twice, in 1950 and 1955, but doesn't feel that these meetings are helpful with respect to his responsibilities to education in the area served by his university.

Dr. Local knows on a first name basis about 80 percent of the superintendents in the university's area of service and has had over half of them enrolled in his classes at the university. He also knows a large number of the principals in the area and has been at least introduced to some 70 percent of the board chairmen.

His informal, as well as formal recommendations, are heavily relied upon by boards of education in the area when they choose a new superintendent. Last year there were eleven new superintendents selected in this area, and Dr. Local was asked for formal nominations in all eleven cases. In three of those cases he was the only outside consultant contacted by the board and in seven of the remaining cases he was called by the board chairman after the formal nominations were made and asked for his personal assessment of the candidates. In the ten cases in which he was actively involved eight of the appointments were in accordance with his recommendation. The eleventh case was that of capital city in which a three-man committee of nationally prominent consultants was employed by the board to identify and screen candidates for the superintendency. The man eventually selected for this position was from the East coast and unknown to Dr. Local.

Our second sketch is of Dr. National. Dr. National was one of the members of the consulting committee used by the capital city board last year in the selection of their superintendent. He is a professor of educational administration at a large Eastern university and the author of a book on educational finance as well as several articles on other educational topics. He spends a good deal of time consulting and speaking on educational topics all across the nation.

He is a member of AASA and has not missed the annual meeting of this organization since 1947. He spends considerable time at these meetings renewing old acquaintances from across the country. Thus, where Dr. Local's influence and contacts were in a limited geographical area, Dr. National's influence is on a national scale.

The capital city consultantship is typical of the assignments he is involved in with respect to selecting superintendents. The position is a large superintendency and in terms of career is considered a desirable position for advancing school superintendents. As is the case in most such assignments Dr. National was one of three to five individuals on the committee each of whom had similar reputations and represented institutions from different sections of the country.

Although Dr. National has more information about graduates from his own institution and supports them as candidates when he is on such a committee, he also recommends candidates from other institutions when their qualifications dictate that he should do so.

These two sketches illustrate the characteristics found to be typical of individuals in educational administration who act as sponsors of public school superintendents. The two sketches are offered because even though sponsors have many similar identifying characteristics, they differ in one important characteristic, which is illustrated in the descriptions of Drs. Local and National: Some sponsors are active and effective throughout the nation and deal primarily with larger and more prominent school districts; others confine their sponsorship activities to a specific geographical area and are involved in lesser administrative appointments as well as that of the superintendent.

In the next chapter we shall turn our attention to the sponsoree: Who is he? How does he attain his status as a sponsoree? What does he do as he plays the role of sponsoree?

CHAPTER III

SPONSOREES

We now turn our attention to the junior member of the sponsor-sponsoree relationship, the sponsoree. Sponsorees are individuals who receive assistance from a sponsor in attaining various professional positions as they pursue career goals in the public school superintendency. As was stated in the previous chapter all members of the profession receive some sponsor support through the placement file and the written recommendations therein. However, there are some public school superintendents who receive more than this minimum sponsor support or sponsorship during their public school career. That such individuals exist and benefit from sponsor support is apparent in the following remark by a school of education Dean:

> I know that there are individuals who automatically come to my mind every time a really good job arises . . . I am sure that these individuals have more than their share of opportunities.

It is to such individuals that the terms "his boys," "proteges," and "sponsorees" were applied by the informants interviewed in this study. These are also the individuals to which the remarks in this chapter refer as we examine the sponsoree in the public school superintendency, his characteristics, and his activities related to the role of sponsoree.

Characteristics of Sponsorees

Sponsorees as a class of individuals can be described in terms of the following characteristics: 1) They have certain competencies; 2) they are responsive to the sponsor's efforts to assist their career progress; 3) they have worked closely with the sponsor in some professional capacity; 4) they have some interpersonal relations skills, especially in relating to their sponsors; 5) they are ambitious with respect to career advancement; and 6) they are geographically and professionally mobile.

In the first place, sponsorees, without exception, have been judged by a sponsor to surpass some standard of ability considered necessary to be a successful school superintendent. All of the informants, whether speaking as a sponsor or as an observer of the sponsorship activities of their colleagues, stressed the fact that ability is a necessary prerequisite for being selected as a sponsoree.[19]

Though the informants were unanimous in their remarks concerning the ability of sponsorees, there was no such unanimity concerning what is implied by the assertion that sponsorees have this ability. Responses to the investigator's questions dealing with the kinds of abilities typical of a sponsoree included:

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[19] This emphasis upon ability as a prerequisite to gaining sponsoree status was also brought out in Becker's work with professional musicians. See Becker, *op. cit.*, p. 23.

> . . . he was identified as most promising by staff members and he showed promise of being able to exert leadership.
>
> Well, the most likely thing is that he has done well in that professor's [sponsor's] class.
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> Obviously, there are some people who develop more strengths. . . . He was one of the ablest persons that I had.

These remarks imply that sponsorees are different from their non-sponsored colleagues with respect to ability, but they are so general that they provide little information concerning how this difference can be identified. One informant did attempt to be more specific with respect to recognizing the ability of prospective sponsorees when he said: "They have a tendency to be vocal in special situations, a tendency to show up in leadership roles, a tendency to become president of a local teachers' association or a local schoolmasters' club."

Another informant summarized the position of most of the informants with respect to the ability of sponsorees in the following statement:

> He has obvious ability, innate intelligence, and stamina. He must be a generalist, know how to work with people, and be skilled in sociology, economics, and political science. He has these and other characteristics that over the years have

> generally been marked by those of us in the training programs as attributes and characteristics of likely success as a school superintendent.

Here the informant sets forth some specific skills and characteristics related to the ability of sponsorees, but he also refers to some "other" characteristics that he and other sponsors recognize as necessary for success as a school superintendent. Apparently, there is some intuitive judgment concerning a sponsoree's potential made by the sponsor and based on his interaction with the sponsoree and his beliefs about the demands of the public school superintendency. One informant stated rather clearly that sponsors do have certain beliefs about the demands of the superintendency and that they assess the potential of the sponsoree in terms of their capacity of ability to meet these demands.

> I think we [sponsors] have a rather imperfectly drawn image of what it takes to be a superintendent today with all its complexities and social and political overtones and we think, speaking for myself rather than the group, about what that requirement is and about the kinds of people that are available that meet that set of specifications.

Sponsorees, then, possess some set of skills or characteristics which though difficult to isolate and objectively describe, mark the individual as a potentially successful school superintendent.[20] Sponsors make their selection of sponsorees upon the basis of their subjective judgment that the individuals possess these characteristics or "abilities" to a greater extent than do other newcomers to the profession.

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[20] This situation in which continual reference is made to the ability of the sponsoree yet there is considerable

It must be noted here that although the sponsor's assessment of the sponsoree's ability is for the most part a subjective judgment, it is apparently quite accurate. It was noted in the previous chapter that one of the characteristics of sponsors is their ability to match individuals with positions with such accuracy that seldom does a sponsoree fail in a position for which he has been recommended.

A second characteristic of sponsorees is their willingness to become involved in the sponsor-sponsoree relationship, to maintain this relationship, and to accept the resulting assistance with respect to professional placement. Sponsors will offer the opportunity for a professional newcomer to identify with them in some professional capacity, but if this stimulates no reciprocal activity on

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difficulty in defining what is meant by ability may be symptomatic of the state of knowledge in the field concerning individual characteristics necessary for success in the public school superintendency. Goldhammer, et al., have previously suggested that we know little about the relationship of prior experiences to administrative success and that we know little about techniques for assessing the potential of an individual as a successful administrator. See Keith Goldhammer, et al., Issues and Problems in Contemporary Educational Administration, (Eugene, Oregon: Center for the Advanced Study of Educational Administration, 1967), pp. 46-47.

the part of the prospective sponsoree, the sponsor-sponsoree relationship will not be established. Thus, there is a dual responsibility involved in the establishment of the sponsorship process. Sponsorship must be offered by the sponsor and accepted or even sought by the prospective sponsoree. The active role of the sponsoree in the establishment of the sponsor-sponsoree relationship was emphasized by one informant who said that if a newcomer to the profession wants this kind of assistance, he must ask for it. One school of education dean was rather emphatic in his remarks concerning the importance of the prospective sponsoree's efforts to establish this relationship when he said, "The student must be smart enough to watch for and associate with an effective sponsor." This remark obviously suggests that the sponsoree can initiate the sponsor-sponsoree relationship as well as being receptive to a sponsor's efforts to establish this relationship.

Two sponsors interviewed made it very clear that sponsorship was a dual process and that it was established and maintained as a result of the efforts of the sponsoree as well as those of the sponsor.

> I would hope that I have made clear the mutuality of responsibility, the duality of this relationship. Unless the individual himself, the protege, is the type who responds to this expression of interest and concern, fraternity, fellowship, call it what you want, it certainly would not lead to the significant relationships that it has in some cases. So, it carries with it, as I

> say, a duality of interest and a duality of responsibility. We tend to not only further reflect, but probably increase our interest in these individuals as they respond to the stimuli that our association affords.
>
> Once anyone takes an interest in a person the chances are good that he doesn't lose that interest. On the other hand, sponsorship is kind of a two-way thing, so that if a person has a good feeling towards somebody he still isn't going to be able to go entirely out of his way to continue to keep in contact with him. There has to be some continuity of contact from the other end, too. So, frequently a person who has so-called sponsorship is one who has had a good affinity for his sponsor, which he himself has been interested in maintaining--it is a two-way thing. Sponsorship is not only something given, but it is also something solicited, appreciated and encouraged to continue by the sponsoree.

Comments made by sponsorees who were interviewed by the investigator indicate that they also are aware of the role the sponsoree plays in initiating and maintaining the sponsor-sponsoree relationship. For example, one sponsoree said, "I have deliberately cultivated this [sponsor-sponsoree] relationship with both of these gentlemen [professors of educational administration at two widely separated universities]."

Another sponsoree said:

> I am aware of the fact that there are people who go out of their way to cultivate the kind of support some of these people [sponsors] can give and I can truthfully say that I have not done that anymore than I would ordinarily in my relationships with people in general. I like these people, I work well with them, but I haven't promoted these relationships.

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It is the author's contention that this last statement reflects the attitude of most sponsorees. They are skilled in their ability to work with and relate to their influential colleagues and they do so when their professional assignments require such interactions. In the main they do not plan these relationships nor view them as a means to advance their career, but they also do not reject or fail to recognize the positive consequences of such relationships.

Sponsorees, then, are receptive to the efforts of their sponsors and are aware of the value of sponsor support in their quest of career goals in the public school superintendency.

A third characteristic of sponsorees is that they have generally had the opportunity to work closely with a sponsor early in their professional career.[21] They might have been a research assistant or a teaching assistant for the sponsor who was a professor; they might have taught for or been an administrative member of the sponsor's staff when he was a principal or superintendent; or they might have worked as a colleague with their sponsor at any level in the field of education (student, teacher, or administrator). The point is that at some time early in his career the sponsoree has had the opportunity to work with the sponsor in such a manner as to make the sponsor aware of his personal qualifications and his professional competencies. This situation is nearly self-evident in that the concept of sponsorship implies a relationship between sponsor and sponsoree based on the sponsor's opinion that the sponsoree has personal qualities and professional competencies worthy of his (the sponsor's) overt support among members of the profession. It follows that some interaction between sponsor and sponsoree is required if the sponsor is to develop such opinions. One informant made the following remark concerning the fact that most of his sponsorees had worked with him rather closely at some point in their career:

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[21] As was stated in the previous chapter the last decade has seen an increase in the number of exceptions to this requirement for personal contact between the sponsor and sponsoree. Sponsor-sponsoree relationships are occasionally established on the basis of the public and private record of the sponsoree's accomplishments without this personal contact, however, at present the more general case still involves extensive personal contact between the two individuals early in the career of the sponsoree.

> Some people you obviously feel close to. Any man who comes and works with you for two years full time and not only pursues an academic program, but works for you half time in some other capacity . . . you get to know him very well, you know if he can or can't perform certain tasks, if he can or can't accept responsibility . . . you know him so well that you are in a better position to sponsor him.

A fourth characteristic of sponsorees is their ability to establish warm, personal relationships with their colleagues and influential members of the profession. They are skilled in their interpersonal relations and demonstrate this skill as they relate to their sponsor. It was noted earlier in the remarks of an informant that skill in the area of interpersonal relations was one of the prerequisites for being a successful school superintendent and therefore a prerequisite for being tapped as a sponsoree. This ability to work with and relate to the sponsor was also mentioned by several informants as they discussed the identification and selection of sponsorees. For example:

> Maybe he just happens to hit it off in his interpersonal relationships with the professor. This is the most likely cause of sponsorship . . . they just hit it off together.
>
> There would be a certain skill or ability in this matter of being able to acquire and keep a sponsor or sponsors.
>
> People who receive the most attention from sponsorship probably are the people who are most skillful in their own interpersonal relations.
>
> It is a must that the student has really shown an appreciation for the professor's point of view. It may be more complicated than that, but in teaching a class you inevitably will come across some [students] who, for interpersonal reasons you find to be more pleasing.

The sponsoree must "hit it off" with his sponsor, he must appear more "pleasing" to the sponsor than his peers, and he must develop a relationship with the sponsor that will encourage the sponsor to develop and maintain an interest in him and his career. One informant suggested that these tasks involve exhibiting a "general empathy of interest, personality, and ability" with the sponsor. In accomplishing these tasks with respect to the sponsor, the sponsorees demonstrate their skills in interpersonal relations in a given situation and, as was suggested by the informants, this demonstration reflects a general ability on the part of sponsorees in the area of interpersonal relations.

The last two characteristics of sponsorees to be discussed here--professional ambition and mobility--were referred to briefly by the informants and logical implications of the concept of sponsorship.

If an individual is recognized as a sponsoree, it follows that he has made various moves within the profession with assistance from his sponsor. In the case of the school superintendent this means that he has changed districts for there is but one superintendent in any given district. It also means that he has considered the move to be to his advantage, probably in terms of career advancement. These moves may or may not be great in terms of physical relocation, but they do indicate that the individual valued career advancement over the security and stability involved in remaining in a given position.

The four superintendents interviewed in this study are examples of this tendency of sponsorees to be ambitious and mobile. All four of these individuals held superintendencies in states that did not border the state in which they were last employed. All four had held three or more superintendencies and indicated that each successive superintendency had in their judgment represented advancement with respect to their career. All four had made at least one change in positions that involved a physical relocation of more than 1000 miles. These four individuals may not represent all of the types of sponsorees in educational administration, but their self-reports are consistent with the description of sponsorees offered by all of the other informants interviewed.

One qualifying point should be made with respect to the mobility of sponsorees. The four sponsorees interviewed all have benefited from the support of a sponsor or sponsors who hold a national reputation in professional education and thus are able to exert their influence with respect to placement on a national scale. These are some of the "national sponsors" discussed in the previous chapter. These sponsorees, then, benefiting from such support, have exhibited considerable mobility in terms of the physical distance involved in their several relocations.

Other sponsorees who identify with the previously identified "local sponsors" are also mobile, but their mobility will involve relocating within the sphere of influence of the sponsor and hence will not be as evident in terms of physical distance as that of the four sponsorees discussed above. These locally or regionally supported sponsorees will make moves consistent with advancing their career as a public school superintendent, but the moves will be made within the geographical limits of the influence of the sponsor.

Six characteristics of the sponsoree in the public school superintendency have just been examined. Sponsorees are considered very capable by their sponsors; they are responsive to and often seek sponsor assistance; they are skilled in their interpersonal relations; they have probably worked closely with their sponsor in some professional capacity; they are professionally ambitious; and they are prepared to make physical and professional moves to advance their career.

The remainder of the discussion of the sponsoree will be addressed to the things individuals do as they perform the role of sponsoree, the activities of sponsorees.

Activities of Sponsorees

Sponsorees perform activities specifically related to their role as sponsorees in three different phases of the sponsor-sponsoree relationship: initiation, maintenance, and termination.

In the initial phase of the sponsor-sponsoree relationship the sponsoree's performance must establish two points: 1) that he has the capabilities for success as a school superintendent and 2) that he desires the assistance of the sponsor. He accomplishes the former by demonstrating his abilities at various tasks assigned or observed by the sponsor. He may do well in a class offered by the sponsor; he may display initiative, organizational ability, and a sense of responsibility when working on a research assignment, survey, or other projects under the direction of the sponsor; he may have successful professional experiences that are known to the sponsor; or he may, through other kinds of personal contact, convince the sponsor that he has the potential to be a successful school superintendent.

With respect to the second point, the sponsoree must make himself known to prospective sponsors and encourage their interest in him and his career. This he does by making himself available to work on projects headed by the sponsor, by calling upon the prospective sponsor for program and career advice, and by demonstrating a similarity in professional interests. The data gathered in this study do not suggest that sponsorees always calculate these maneuvers and specifically seek sponsored status, but this is a very real possibility, and it is quite apparent that sponsorship is the result of some effort on the part of the sponsoree. That such activities increase the possibility of one's becoming a sponsoree is evident in the following remark made by an active sponsor:

> I have always made a very special effort to sponsor the individuals who are research assistants or graduate assistants who are responsible to me and I think the other professors have done the same thing. . . . Your proteges are people who are working most closely with you.

Here we see that if an individual avails himself of the opportunity to work with this sponsor he would most likely become one of his sponsorees.

One of the sponsorees interviewed attributed the establishment of his relationship with a sponsor in part to his indicating that he respected the advice of the sponsor with respect to his professional future. He said:

> During this time [the period of training] I met with Dr. _____ many times to discuss what I should be doing subsequent to securing my degree and he was very helpful in many ways in offering advice and counsel in terms of my career development.

A third informant speaking of the initial phase of the sponsor-sponsoree relationship said

> _____ wanted bright young people that were going to have inventive careers, that were interested in the same kinds of problems he was interested in. There is kind of a natural selection that goes on in a training institution so that the students who have empathy with a particular professor can generally end up under his sponsorship.

The sponsoree performs activities such as those named above that help to establish this empathy between himself and the sponsor, thus building the foundation for the sponsor-sponsoree relationship.

Activities related to maintaining the sponsor-sponsoree relationship were the activities most often described by the informants when they were asked about sponsoree activities. It is these activities, apparent to observers and readily recalled by both sponsor and sponsoree, which are most closely related to the fundamental issue in sponsorship--the professional movement of the sponsoree. These activities can be categorized into three kinds of activities: 1) those related to the sponsoree's attempts to be successful in his professional assignment, thus insuring future support of the sponsor; 2) those related to the sponsoree's use of the sponsor as a resource person; and 3) those involving the sponsoree's attempts to maintain contact with the sponsor with respect to the sponsoree's current position and the possibilities for future moves that will be considered professional advancement for the sponsoree.

It is unlikely that any individual in a professional position does not consciously try to be successful; however, it is apparent that a sponsoree's motivation to succeed is based in part on a sense of obligation related to the past support of a sponsor. Remarks by sponsorees concerning their obligation to perform successfully in their various professional assignments included the following:

> I have a personal responsibility to be worthy of the confidence and effort that has been vested in me by these and other people. . . . They gambled on me . . . I know I owe them a great deal. . . .
>
> You know . . . that they have expectations for you, of what you can do, so it is constantly a challenge [to be successful]. . . .

One informant who is now an active sponsor related the following incident from his early career which illustrates the sponsoree's and the sponsor's concern for the performance of the sponsoree once he assumes a professional position.

> I had received assistance in obtaining my first professional position from a man who later provided similar assistance with respect to several professional moves. I went to thank him for this initial assistance and asked how I could repay him and his response was that I should go out and do a good job so that neither one of us would look like a damn fool.

The informants who were also sponsors were unanimous in their contention that the sponsoree must prove successful in each position if he is to continue to receive sponsorship support. They emphasized that when they sponsored an individual they were concerned about their own reputation and the reputation of the training institution as well as the welfare of the sponsoree. One sponsor told of telling an individual who had failed at two positions that he would have to get a position on his own and be successful in that position before he could expect any further assistance with respect to obtaining a professional position. He added that this individual never again came to him for assistance or counsel and that he has no idea where he is currently employed.

There was one variation with respect to this emphasis of the sponsor on the need for a sponsoree to be successful in professional assignments which he had helped the sponsoree obtain. It was pointed out by four different sponsors that sometimes the failure of a sponsoree in a superintendency is the result of environmental constraints over which he has little control, or a clear mismatch between the demands of the position and the qualifications of the sponsoree. Under these conditions the sponsors apparently accept some responsibility for assisting the sponsoree to move to a more suitable position which will allow him the opportunity to prove his professional worth and thus, in a sense, salvage his career. As one sponsor said, "If I know that someone is on the hot seat, I will make some effort to help him find a more suitable position."

Another sponsor related the following situation which illustrates a similar attitude toward sponsorees who have had trouble in a superintendency:

> The third person was a kind of interesting person--an older fellow, a person who I thought had considerable strength. He was in trouble in his own district and he eventually resigned before he was fired. I nominated him for two or three positions, included him in a group of

> three where I was advising a small district in south Cook County.

Sponsors and sponsorees alike are concerned with the activities of the sponsoree which demonstrate his ability as a public school superintendent, but sponsors are also aware of the constraints of the position which cause failure in spite of the qualifications of the sponsoree.

A second kind of activity performed by the sponsoree which contributes to the maintenance of the sponsor-sponsoree relationship is his use of the sponsor as an educational resource. He may ask the sponsor to perform a survey for this district, instruct a class in the district, make speeches, or perform other activities related to the educational needs of the district and the qualifications of the sponsor. One sponsoree illustrated this activity in the following statement:

> Several times I invited him to where I was superintendent to perform professional services, out of the knowledge that he would do a good job as well as the fact that I personally admired the man and considered him a personal friend.

Note that the invitation is issued because of the assumed competency of the sponsor to perform the desired service, but that it is also related to the personal relationship between the sponsor and the sponsoree. Through such invitations this relationship is strengthened and the sponsoree encourages the sponsor to maintain an interest in where he is, what he is doing, and what his career goals are.

The third area of sponsoree activities to be discussed here are those related to keeping the sponsor directly informed concerning the sponsoree's current status, his future plans, and his professional aspirations. If the sponsor is to be highly effective in terms of identifying positions considered desirable by the sponsoree, he must have this kind of information, which is best provided by the sponsoree. Apparently sponsorees do make an effort to see that such information is available for their sponsors. For example, one sponsoree told the investigator:

> I then sought his advice on a more active basis after completing my degree. . . . I still try to touch base [go to see him] two or three times a year to keep him informed as to my progress and professional goals.

A sponsor related the following incident to illustrate a sponsoree's effort to keep him informed as to the progress of his career:

> _____ wrote to me, sent me a clipping in a letter announcing his appointment there. This, I am sure, is symptomatic of his wanting to keep me in touch with his career, knowing of my interest in it which has been quite apparent to him.

Another sponsoree in response to a question concerning his contacts with a sponsor illustrated his awareness of the importance of keeping the sponsor up-to-date with respect to his professional progress.

> Oh, I usually write him a couple letters a year in which case I bring him up to date on matters I feel to be important about my career

> and raising questions concerning possible vacancies that may be developing.

A well-known national sponsor illustrated the sponsoree's role in maintaining the currency of the sponsor-sponsoree relationship with the following comment:

> He has tended to keep in touch with us since he was on our campus as a kind of post-doctoral fellow for a year. So, two or three times a year he either gives me a telephone call or I see him somewhere at a meeting and he tells me what he is doing and hopes to do. I expect he has initiated most of these conversations; on the other hand, I know he is interested in a large city superintendency and I have recommended him for one or two.

This last sentence illustrates the importance of the sponsoree's keeping the sponsor informed as to his current status and professional aspirations. Only if the sponsor has this information can he respond to requests for nominations that are in line with the sponsoree's goals. "I know he is interested . . . and I have recommended him. . . ." It behooves the sponsoree to assure that the sponsor "knows" what his interests are with respect to new professional positions.

One sponsor noted that in addition to professional contacts and correspondence the sponsoree uses informal correspondence such as the Christmas greeting card[22] to maintain contact and assure that the sponsor is aware of his career interests.

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[22] The Christmas card was also identified as one of the chief vehicles for distributing information through informal communication networks used by professionals in other fields to share information related to acquiring new positions. See Katz, *op. cit.*, p. 53.

> It is interesting every year to get our Christmas card list of former students and the notes included. I presume this year I got a half dozen Christmas cards and after telling me all the joyous things that happened to them during the year I get a little squib thrown in, "incidentally I think I have been here long enough and I am ready to move in case anything happens." Well, obviously, these people bring their names to your attention.

Here the sponsor states very directly that these contacts by the sponsoree are effective in keeping his name fresh in the sponsor's mind.

Activities of the sponsoree which lead to termination of the sponsor-sponsoree relationship are more accurately identified as things that the sponsoree doesn't do rather than what he does. As was suggested earlier, failure of the sponsoree will lead to the termination of this relationship; therefore, activities of the sponsoree which contribute to his lack of success in a given position can and do lead to termination of his status as a sponsoree.

The sponsoree can also lose his sponsored status by continually refusing the advice and support of a sponsor or by not seeking such support and advice. One established member of the profession who is now an active sponsor of educational administration professors told the investigator of an incident early in his career as a school administrator in which he lost the support of a local sponsor because he declined to accept this support on several occasions. He said that after declining a position offered by the sponsor he was told very directly not to look again for assistance from that individual.

A third way in which the sponsoree tends to terminate the sponsor-sponsoree relationship is to gain professional status equal to or greater than that of the sponsor. At this point the sponsoree generally ceases to ask for the assistance of a given sponsor because the area of influence of the sponsor often does not include the kinds of positions the sponsoree will be seeking.

In summary, the sponsorees play a very active role in the sponsorship process. They have certain characteristics which are deemed desirable by a sponsor, but they also perform some overt activities which encourage their sponsorship by a sponsor; they contribute to the maintenance of the sponsor-sponsoree relationship by initiating and encouraging both formal and informal contacts with the sponsor as they both progress through their professional careers; and they perform their professional tasks in a creditable manner, which will not embarrass themselves or their sponsors and which will, in fact, often enhance the reputations of both individuals with their professional colleagues.

CHAPTER IV

SPONSORSHIP: PATTERNS OF INSTITUTIONAL ACTIVITIES

In this chapter, the sponsorship process in educational administration programs at various training institutions will be examined. Also considered will be some of the functionaries at these institutions and their activities as sponsors of school superintendents.

Teachers College, Columbia

Historically, there is little question that the sponsorship of school superintendents as a prevalent practice either was initiated or got its greatest impetus at Teachers College, Columbia, during the tenure of Drs. George D. Strayer, Nickolaus Engelhardt, Paul Mort, and their contemporaries. Not one informant interviewed in this study failed to mention these three professors, nor did any of the informants express knowledge of this practice at a time prior to the activity of these men. There is evidence indicating that sponsorship was practiced within the profession prior to this time.[23] However, it is apparent that the systematic application of this process on a large scale, either in terms of the geographical area of influence or the numbers of individuals involved, first occurred at Teachers College under the direction of Strayer, Engelhardt, *et al*. The following references to the activities of the staff at Teachers College during the tenure of these professors are illustrative of those made by the informants interviewed during this study:

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[23] For example, Callahan cites the sponsorship of Elwood P. Cubberly, famous educator of the late 1800s and early 1900s, by David S. Jordan. He noted that the two men first

> I think there was a very unusual relationship during those years between those fellows and their students. I was just typical in that respect. All of them had the knack of conveying the feeling that they were definitely aware of you as a person, had an affinity for you, and were concerned with being helpful to you in your future career.
>
> Strayer, Engelhardt, Elsbree, Norton and Mort took a real interest in their students and took pride in talking about their "boys." This was the pattern for a number of years at Columbia.
>
> Well, at one time, I think I'd be right in saying that in the period of the 1920s, maybe up to the period of the '40s or '50s, Teachers

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became acquainted at the University of Indiana, when Cubberly was a student and Jordan was the university president. He then added, "As a result the two men traveled together a great deal and became well acquainted--a most important development, as it turned out, for Jordan sponsored the young man through several jobs, and eventually brought him to Stanford. . . . In 1896, Jordan, who by this time was at Stanford, recommended Cubberly for the position of superintendent of schools at San Diego, California . . . his departure from the superintendency at San Diego after two years to accept a position as assistant professor of education at Stanford (again with Jordan's help). . . . See Raymond E. Callahan, *Education and the Cult of Efficiency*, (Chicago: The University of Chicago Press, 1962), p. 183.

> College, Columbia, was the major supplier of administrators for public schools. It wasn't the only one, but it was the major supplier . . . Paul Mort . . . Willard Elsbree . . . Strayer and Engelhardt might be added for example. All of these people at this period in the history of Teachers College, Columbia, were known to people in public school administration; they were known to many board chairman; they were known to practically all superintendents of schools.
>
> . . . the placement services of Columbia were very well organized and closely integrated with some of the more effective staff members; together they were said to have placed great numbers of the administrators in the country above a certain point, shall I say, in terms of salary.
>
> . . . would be the instance at Teachers College during the days of Strayer and Engelhardt when apparently Strayer and Engelhardt and others moved superintendents around, or were reputed to have moved superintendents around.

These remarks suggest that the individuals named took considerable interest in the students and their careers and that they also took steps to aid the advancement of those careers. They also suggest that Teachers College as an institution was well known as a producer of public school administrators and for its tendency to place its graduates in desirable positions.

There is the possibility that with the passage of time and the verbal exchange of experiences among members of the profession that the role of Teachers College and its staff members as described above has been greatly exaggerated. However, the preeminence of these staff members in the field of education and the large number of students they were associated with would suggest that this is not the case.[24] This point was emphasized by one of the informants when he said, "It is quite possible, of course, that the myth regarding their [the Teachers College staff] work was greater than--more pervasive than--the reality. But, I think there was no question that there was a good deal of reality to it also."

The reality of this situation or "pattern" at Columbia involved a set of activities which we have identified as related to the sponsorship of public school superintendents by established members of the profession. In the case of Columbia, of course, these established members of the profession were professors at Teachers College. From the remarks of the informants who were students of these professors it is possible to develop a description of their activities and the pattern which resulted in the sponsorship of public school superintendents throughout the United States. Three factors which contributed heavily to the establishment of this pattern at Teachers College and enabled the institution to practice sponsorship on such a large scale were 1) the orientation of the staff members to field activities; 2) their apparent personal interest in the career progress of their students; and 3) the increased use and reputed value of the school survey.[25]

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[24] One informant who attended Teachers College during this period and has since become a well known professor of educational administration told the investigator, ". . . for example, Dr. Strayer at Columbia University, who had in his training program in his thirty-some odd years there at Teachers College a substantial proportion of the responsible people in superintendencies and other administrative positions, too, probably more than any other person in the United States." Callahan also emphasized Strayer's influence in terms of the number of students he had. See Callahan, op. cit., p. 185.

One informant suggested that the reputation of two of these Teachers College professors was in part based on their contributions to the development of the consultants' role and the survey as part of professional education. He further added that as a student participant in one of these school surveys he gained valuable professional experience.

> . . . I think the reason for the eminence and the deserved eminence of Strayer and Engelhardt was the fact that they professionalized in the field of educational administration the consulting service to a degree that up to their time was never approached. . . . One of the early ones [surveys] was Atlanta, I think in 1920 or '21. I was one of the graduate students taken down on it and it was a very rich experience. Both of these men were exceedingly capable with remarkable socio-political insight.

Remarks of the informants related to the personal interest of these professors in their students and the concern expressed for their professional career included the following:

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[25] For a brief commentary on the rise of the use of the school survey during the early 1900s see Callahan, op. cit., pp. 112-120. Callahan also emphasized Strayer's eminence in this area: "Through the years he [Strayer] probably taught more courses in administration, directed more school surveys, and directed more dissertations than any other man." Ibid., p. 185.

> Now Mort felt responsible for his students and I'm sure he had equal interest in others, but he took apparent, considerable pride in his students. He told me once, "I never have picked one that failed yet." Well, here is satisfaction in his judgment, you know. Also, pride in the achievement of the students and a certain understandable pride in being that good a judge of students.
>
> I think there was a good deal more of a kind of active recruiting of doctoral students. . . . There was a more personal, man to man recruiting. The professor in his field work would meet people that impressed him as prospects and he would talk with them. He would encourage them [to return to school] and there was this personal relationship from the beginning.
>
> There are some people . . . who have been very much interested and have made a kind of hobby of finding young people and developing and sponsoring them in their career in administration . . . for example, Dr. Strayer at Columbia. . . .

Note in the latter two remarks the reference to the personal recruiting and the finding of young men to develop and sponsor. This identification of promising young candidates often took place during the field activities (surveys, etc.) of these professors and is symptomatic of their commitment to this type of activity. Once these professors identified a candidate in which they had some interest they established a relationship that was rather particularistic and that lasted well beyond the period of formal work at Teachers College. That this attention was recognized and well received by the recipients is evident in the following remarks of informants who were students at Teachers College and benefited from such attention:

> I had a long and close association with Dr. Newlon not only in classwork, but in the role of advisee and adviser. He gave me great encouragement and led, I suspect, if I think back on it, to the advancement of the notion that I would find great satisfaction in the city superintendency.
>
> . . . and we maintained right up to the time of Dr. Engelhardt's death a very close and personal friendship. I always sensed a very warm interest on his part.
>
> . . . at the AASA annual convention we had a standing date for a luncheon get-together and during that period of years which our friendship continued it was renewed each year by the opportunity to sit down and rather leisurely talk things over.

In some cases these relationships were encouraged and developed to the point that recipients identified themselves in terms of unofficial and informal groups associated with specific professors. The following two comments used earlier (see Chapter II) illustrate this close identification of sponsorees with their sponsors:

> Well, Carter Alexander is an illustration at Teachers College. He had kind of an unofficial group, which for many years he added to each year two or three persons. . . . I would assume there must have been 50 or 60 of us that were in this group. . . .
>
> Once a month Dr. Strayer and Mrs. Strayer opened their home to those of us who were associated with the Strayer Club. . . .

The recipients indicated that the interest shown in them by the professors at Teachers College included assistance in obtaining positions in the field as well as the support and assistance provided during their graduate program.

> The year in which my degree was awarded was the year that the opening developed and Dr. Newlon was one of the three who was asked by the Board of Education to make suggestions for filling the vacancy. I am confident that our long and friendly and intimate relationship served me well in having Dr. Newlon advance my name for the superintendency. . . .

One informant suggested that this placement assistance was not always apparent or known to the recipient.

> . . . although I sometimes found that Paul Mort would recommend me for a position and I might not know about it for two or three years, if ever.

The following statement by one of the informants describing his relationship with his major professor summarizes the remarks of other graduates of Teachers College who were interviewed by the investigator:

> Actually, I think we could say we became close, personal friends and we maintained a running contact after I left Teachers College as long as he lived. . . . At AASA we nearly always met and had a little visit. . . . He would write me . . . I would write him, not extensive correspondence, but some. . . . I invited him several times to perform professional services. . . . I would go to Teachers College and always go and visit him. . . . I would be involved in different sorts of activities he was sponsoring.

The pattern, then, consisted of professors of educational administration who committed themselves to field activities and who took an active role in the careers of practicing school administrators, especially their exstudents. These professors identified individuals in the field and in their classrooms whom they judged to have the potential to become successful students and school administrators. On what this judgment was based is not clear, but apparently it was some combination of the students' records, an intuitive feeling on the part of the professor, and the personality and interests of the students.

These students were given advice, assistance, and encouragement during their graduate program and throughout their career. They were quite often used as assistants on various school surveys headed by their major professor, and they conducted thesis projects related to these surveys or other interests of their major professors.

Upon graduation the students were assisted by their major professor in obtaining a professional position in the public schools. Often this placement came as a direct result of a school survey in which the student had participated or his adviser had conducted.

Once in the field the student and his major professor maintained contact through formal communications and informal meetings at professional gatherings and conventions.

The professor and the student performed appropriate professional services for each other when requested. Such services on the professor's part included school surveys, consultative services, and speeches; the student for his part might teach a course, serve on surveys or committees, or assist in the placement of an individual recommended by the professor.

The students of a given professor exhibited a certain degree of cohesiveness and could be considered "loyal" to their adviser. As would be expected, they were influenced by their association with the professor, shared many of his ideas, and spread these ideas through their subsequent behavior in the field.

The student also became a source of new students for the Teachers College program as they identified colleagues they considered potentially successful doctoral candidates and encouraged them to begin their graduate work at Columbia. They would introduce the new candidate to their own adviser or sponsor, and the sponsorship activities would commence again for a new sponsor-sponsoree pair.

This description of the pattern or set of activities related to the sponsorship of school administrators by the Teachers College staff is based on the perceptions and testimony of individuals who as students and graduate of Teachers College participated in these activities. Comments by informants who are not alumni of Teachers College, but who have distinguished careers in educational administration and who are currently active members of the profession indicate that the activities of the Teachers College group was a well-known phenomenon among professional educators; to illustrate: ". . . for many years Teachers College had a remarkable record, you know, in placing people. . . ."

> . . . in a number of instances graduate of Columbia, for example, at that time would have identified competent young men in their systems and greatly encouraged them to go back to Columbia to do their graduate work. In this sense the influence of the staff members and the institution was spread.
>
> Strayer was preeminent in this; at least, he had the reputation of being so. He would conduct studies. He got to know people. He would take people who were administrators and who were studying with him to conduct these studies; they would get a broader experience; they would get to know people. This was part of the educational system itself . . . it involved conducting field studies; it involved using some of these graduate students as participants; it involved identifying prospective graduate students; it involved placing some of these people who had been identified, who had studied for a year at Teachers College, who had also spent a year maybe on a study or two under his [Strayer's] direction--so that it almost became a system of development and placement.

The emphasis here on the sponsorship activities associated with Teachers College is not meant to deny that such activities were carried on by members of other institutions. It is, however, symbolic of the professional visibility enjoyed by the institution, its functionaries and graduates as a result of the tendency to recruit, sponsor, and place school administrators throughout the nation.

> Teachers College for many years operated on the national level, and they did it in two or three ways. In the first place, they were one of the recognized programs. Secondly, they attracted students from all across the nation and when these

> students got through they were interested in placement all across the nation.

Other Institutions

Several of the informants interviewed did refer to sponsorship activities of individuals associated with institutions other than Teachers College. However, it was implied that these activities did not represent the wide geographical influence associated with the Teachers College operation. This is not to say that the activities were less intense or less carefully organized, but that they did not involve the national influence accorded the Teachers College group. For example, one informant when telling of a weekend spent at the home of Dr. Elwood P. Cubberly in Palo Alto in 1926, said, "I discovered that Cubberly had an educational Tammany Hall that made the Strayer-Engelhardt Tammany Hall in New York look very weak."

Another informant who has been associated with the educational administration profession in California for a number of years had this to say about Cubberly:

> Dean Cubberly at Stanford was one such. He was kind of the sponsor and the mentor for practically all of the administrators in California in the early days.

Dr. William C. Reavis of the University of Chicago was also identified as an active sponsor of public school administrators during this period. Two informants, one an ex-student, the other an ex-colleague, spoke of their association with Dr. Reavis.

> I would have to identify Dr. Reavis as one of the nation's outstanding leaders in this whole area of adviser-advisee relationships. There is still active the Reavis Club of men who are trying to perpetuate his memory and high standards that he had for those of us whom he helped train.
>
> I knew Dr. Reavis personally and I have never known anyone who performed this role more conscientiously. He gave a lot of time and careful consideration to placement of students, and he considered it an obligation to help school systems get the right people and therefore, . . . the relationship was a very warm one both with the school systems, boards, superintendents and former students. . . . I would contend that Professor Reavis performed a great service for the profession by helping able people to move into positions where they could make their contributions. He worked very hard at this. . . .

The informants also identified specific states in which strong individuals within the profession yielded considerable influence over educational decisions in the state and played a very significant role in the placement and intra-state mobility of public school superintendents through the process of sponsorship.

> Any person could tell you stories about a strong figure in a state that has pretty well controlled and been a part of the placement of people, the movement of people, through career lines in the state. One of the classic examples of that is in the state of _____. Professor _____ in his most active period at the state university knew the state, the boards of education, and the positions. When a vacancy occurred he was called upon to make recommendations, and the boards by and large didn't question nor did they necessarily seek information beyond what old _____ would suggest. He is retired and no longer is a prominent example of sponsorship of that character, but for a couple of decades it

was a very real fact of life in the state of _____.

Another example would be in _____, ". . . where a strong state superintendent is knowledgeable about the entire state, has spent his entire career there . . . plays a role in the checkerboard proceedings in the state. . . . He knows the people . . . on the scene where significant placements are made."

> I saw at one time in another state where the professor of educational administration took great pride in placing his boys in strategic positions and he did constantly refer to them as "his boys" and there was this, perhaps legitimate pride. But, he was also building a kind of empire through the placement of his boys and he was in competition with other institutions to get his people more strategically placed than those of the other institutions.
>
> One such person was _____ who was superintendent of schools in _____. For a very long time one of his proudest boasts was that he had found, had developed, and helped place from his own system a substantial proportion of the better superintendents and administrators in northern _____. This was a long, continuing interest of his over a good many years. . . . There are many administrators that I have talked to, administrators who entered administration 30 or 35 years ago, who would say that he was a sponsor of this type. . . .

Thus, although historically sponsorship has been closely identified with Teachers College and the staff members there, there is considerable evidence that it has been widely practiced throughout the field of educational administration.

Decline of the Influence of Teachers College

The reputation of Teachers College for dominance in the placement of school administrators and the practice of sponsorship has gradually declined since the late 1940s until today there are several institutions with similar or greater reputations for such activity on a national scale.

This decline in the sponsorship and placement activities at Teachers College, both in terms of reputation and the percentage of administrators placed throughout the nation and the corresponding rise of competing institutions in these areas, can be attributed to several factors. One is the loss through such factors as retirement of the aforementioned staff members who saw sponsorship activities as an important and essential part of their positions as professors of educational administration. Another factor is the diffusion of young professors trained at Columbia who learned this behavior from these same staff members and then practiced it to some degree at institutions where they were employed. The following remark by an alumnus of Teachers College was made to the investigator in an attempt to illustrate this point:

> I recall once when Strayer and Engelhardt came out to _____ for a meeting and during our conversation they expressed disappointment that they were not getting some consulting work in this state. I told them I couldn't see why I shouldn't be making that money as well as they.

Another informant referred to one of his colleagues who had attended Teachers College and currently is an active sponsor of school superintendents in the following statement: ". . . he was working in accordance with the Strayer model, he was a Strayer man, and this was a case of learned behavior. As a student he observed it in Strayer, which he then used himself in helping men get placed."

A third factor is that the preparation of educational administrators and the makeup of departments of educational administration have changed a great deal in the past two decades. In the words of one informant,

> Departments are more heterogeneous . . . not practitioner-dominated any longer . . . made up of individuals with different areas of interest from the sociology of education, to political interests, to strong research commitments.

Thus, even though a department of educational administration still has members who represent the contemporary likeness of the old, strong figures and who are willing to expend energy in the area of sponsorship and placement, it will also have a number of individuals who wish to commit their time and the departmental resources in various directions other than the placement of public school administrators. This diversification of interests and resources has tended to prevent any single department or institution from establishing the dominant national position in the area of placement that was once enjoyed by Teachers College.

A fourth factor is the increase in the use of screening committees by school boards in the search for a new superintendent.[26] These committees are generally made up of from three to five prominent educators from different institutions in various parts of the country. Such committees obviously provide a broad view of the available talent and reduce the opportunity for a single institution or individual to dominate the selection and placement process. These committees have also led to the development of "professional consultants" for search and selection problems associated with the acquisition of a new superintendent of schools. These consultants perform a service for the board of education at a negotiated fee and without representing any given institution of higher education. Therefore, they have a greater tendency to nominate qualified individuals from a number of different training institutions, again decreasing the possibilities of one institution dominating placement activities on a national scale.

A fifth factor would be the increasing cohesiveness among school boards and the resulting increase in interboard communications.

> In the past five years the school board association at the national level has become much more prominent, has developed political influence, has formed a national council for

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[26] See Tieman, loc. cit.

> large city boards, and in the past three or four years there has been a large increase in communication across boards. Through that network board members talk about the recommended people who would be available for this sort of service [consulting on selection committees].

Finally, with the growth in the national population and a corresponding growth in the university population the state and federal allocation of resources for education has increased and promoted an increase in the number of training programs for educational administrators. This again has resulted in an increase in the number of institutions competing for placement opportunities for their graduates.

Two Contemporary Patterns

Sponsorship is as prevalent in the career of the public school administrator today as it was in the preceding two generations of administrators. However, no longer does a single institution dominate the national placement scene as Teachers College once did. There are at least three, possibly five, institutions which now receive some recognition as a national supplier of candidates for top superintendencies.

> The general notion of sponsorship, I suspect, is still very much a part of the American career pattern scene for superintendents. I think it is changing its form somewhat, but despite that shift it is still quite prominent. The era of dominance on the part of Columbia University in terms of placing Columbia people in leading administrative positions around the country has sort of passed from the scene, in part I guess in the last decade.

In addition to these institutions which have a national reputation for sponsoring and placing public school superintendents there also exist the locally oriented institutions which have considerable influence in the appointment of superintendents within a given geographical region. This is not to say that graduates from a nationally oriented institution are guaranteed a career involving national mobility or that graduates of a locally oriented institution are limited to a career within the local region, but there is certainly a tendency for this to be the case and the operations of the institution enhance this eventuality.

Associated with this national or local orientation of institutions are two different patterns of activities related to the educational administration training program. The first pattern discussed here, the local orientation, is found most often in state colleges and universities, where the primary goal of the institution is to render service to the immediate state and region. These institutions attempt to influence and guide educational policy within their region but make little attempt to do so on a national scale. One informant quoted a professor from such an institution as follows:

> We are not interested in the national picture. That is not where our sphere of influence is; that is not where we want it to be. We want to have influence in our immediate vicinity and that is where we work.

These institutions admit large numbers of students to their educational administration program, but the students will be recruited primarily from this limited geographical region close to the institution and regarded as its first area of responsibility.

At such an institution there will be one or more professors of education who are well known to the practicing administrators and to school board members in this region of influence. These professors will have had a rather long tenure at the institution and experience as practicing school administrators. They will be quite active in professional field work in the local region, but will probably not spend much time or energy on national professional problems.

A large number of the superintendents in the region will have completed at least a portion of their graduate work at this institution and will have had some course work under the above mentioned professors. They will quite often call on these same professors for various types of professional assistance such as consulting, survey, speeches, or advice on current problems related to their administrative positions.

One informant provided the following description of such an institution at which he had completed a portion of his graduate work in educational administration:

> . . . there is a tremendous volume of students coming into the program. These students tend to be local rather than coming from a sample from throughout the country. By local I don't mean any specific city, but I mean local in the sense that within a radius, I'd say of a 150 miles, this institution recruits people and tends to place these people within this same area. Now, insofar as I am able to perceive this situation the placement officer does not perform a substantial role in the placement of school administrators. Rather, there are two professors in this institution who have developed a tremendous system of recruiting people, training them, relating to them after they get out, providing them consultant help, doing surveys for them, getting them to suggest students who might come back into the program, and generally being interested in their careers, particularly in their moves from one post to another. So, they have developed a system of knowing very intimately the region, the schools and the personnel in it; working with these people who go out; advising them and helping them along in their careers. It tends to be a very personal type of thing. . . .

The second pattern is typical of only a few institutions in the nation. These institutions have highly respected programs in educational administration and place their graduates in top administrative positions throughout the nation. This widespread placement activity aids in nation-wide recruitment of students. The restrictive admissions policies at these institutions create considerable competition for admission and allow the institution to be very selective in choosing new students. Thus, they generally accept only students who possess and have demonstrated their potential as successful school administrators. This admission policy also creates a situation in which there is a low student-teacher ratio allowing for maximum interaction between all staff members and students.

Each of these institutions has on its staff one or more major professors who have a national reputation of professional achievement, thus increasing the national visibility of the institution and its graduates. It is these individuals who are often asked to serve on screening committees and are then able to promote the candidacy of their graduates. Characteristics of this pattern of operation and the institutions at which it is the norm are suggested in the following statements made by informants interviewed in this study:

> In this university there is a very, very careful selection process of people who go into the program and they say to start with that they are placing people nationally in important positions. The staff being several in number and the students fairly small in number, of course there is a very close relationship here in the period of training.
>
> The placement person at this institution is an extremely knowledgeable person from the standpoint of the school districts all over the country. He plays the whole country and tends to be oriented to the larger cities and this particular institution tends to place people sooner or later in the larger cities. This seems to be one of their objectives, to get people into important posts.
>
> . . . my own perception is that there is a tremendous institutional thrust to get their people moved along and that they are continually concerned about doing this, are continually aware of openings, and are influential in filling these openings. . . .

There are some obvious differences between these two patterns. One difference is in the philosophical positions with respect to the goals of the educational administration program. The locally oriented institution sees its function as serving the local region, whereas the nationally oriented institution sees itself as contributing to the national educational scene and strives to build a reputation for doing so. They employ staff members with national reputations and they push their graduates into positions that will reflect favorably on institutional reputation as well as serve the interests of education and the candidate. One dean of an institution that has risen to prominence in the field of educational administration during the past fifteen years told the investigator that he hired a given professor some years ago because the man had a national reputation in educational administration and thus would provide their program instant national visibility.

As a result of this philosophical difference the two types of institutions recruit and place candidates in different geographical areas, again a national versus a local emphasis. Also, the reputation and interests of the staff members will differ in terms of national versus local accomplishments.

Finally, because of the difference in numbers of students admitted there is a rather close relationship between the staff and all of the students at the nationally oriented institution, whereas similar relationships are available to only a portion of the large number of students admitted to the locally oriented program. This lack of close identification with some students was pointed out in a remark by an active sponsor and staff member from a locally oriented institution: "You have individuals who pass through programs who tend to be sort of nameless and you never get acquainted with."

As a result of this diversity in the potential for developing close relationships there is also a difference in the sponsorship of graduates from these two types of institutions. At the nationally oriented institution where close student-staff relationships are more readily available to all students, most if not all of the students receive considerable assistance through sponsorship. On the other hand, at the locally oriented institution sponsorship is available to a much smaller percentage of the total student population, those who are fortunate enough to establish the close personal relationship that is generally a prerequisite for the sponsorship process.

In the following chapter the consequences of sponsorship as it relates to sponsors, sponsorees, training institutions and the public school systems will be considered.

CHAPTER V

CONSEQUENCES OF SPONSORSHIP

The results or consequences of the sponsorship process are the focus of attention in this chapter. These consequences will be discussed in terms of the effect of sponsorship on four different entities: the sponsor, the sponsoree, the training institution, and the public school system.

The Sponsor

The consequences of sponsorship for the sponsor are essentially positive or beneficial, and the individuals who play this role are aware of this fact. As one sponsor told the investigator, "You know this [sponsoring] is not always utterly unselfish." When discussing tangible benefits available to the sponsor through his sponsorship activities, the informants generally suggested that although these benefits were not unanticipated, they were also not expected or required results of the sponsor-sponsoree relationship. The informants who were also identified as sponsors were especially careful to note that although they might on occasion receive some tangible return for their efforts as a sponsor they do not engage in these activities for that purpose.

The following statement is representative of the position taken by these individuals:

> Oh, I suppose there is some prestige involved and I suppose you do gain something in some ways. You might be invited occasionally to give a lecture; an honorarium or something like this might be involved. But, out of 99% of the sponsoring you do there is no exchange involved and you don't anticipate any exchange on any of them. The fact is I think you hold the position that you engage in sponsorship as the result of your professional obligation, both to the school districts in the field and to your students, and you anticipate no exchange.

Irrespective of the sponsor's position concerning his intent, the sponsor does receive benefits from his sponsorship activities in the form of 1) increased power and influence within the profession; 2) monetary return through consultantships, speeches and other professional services; 3) personal satisfaction in the accomplishments of his sponsorees; and 4) entry into a greater number of school districts for professional purposes.

Sponsorship contributes to an increase in the power and influence of the sponsor in three ways. In the first place, as the sponsor assists a greater number of sponsorees to advance their careers, he develops an increasingly larger group of professionals who exhibit a certain loyalty and respect for the man and his professional qualifications. The sponsorees turn to their sponsor for professional assistance throughout their career as public school administrators, thus providing a vehicle through which the sponsor is able to disseminate his ideas and influence educational decisions. That these sponsor-sponsoree relationships are used by the sponsors for this purpose has previously been asserted in articles dealing with politics of education. For example Bowles said:

> Key professors of education are well integrated into the structure of influence. Their influence rests . . . , and on intricate patterns of sponsor-protege relationships which blanket the state as a web of influence. . . .[27]

Bailey, et al., in the following statement have identified two sponsors we previously discussed as individuals who extended their influence through their proteges:

> The authors (Strayer & Haig, and Mort), . . . by placing their proteges in strategic places in professional associations and state agencies enormously influenced the course of educational policy. . . .[28]

The informants interviewed also recognized that sponsorship contributes to the power and influence of the sponsor. Note that in the above quote the informant talks of the prestige involved in the sponsorship process and another informant, when describing a colleague he considered a sponsor said, "I expect that he saw it [sponsoring of superintendents] as a source of power, I mean a route to power and influence."

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[27] R. Dean Bowles, "The Power Structure in State Education Politics," Phi Delta Kappan, 49:337, February, 1968.

[28] S. K. Bailey, Richard T. Frost, Paul E. Marsh and Robert C. Wood, Schoolmen and Politics, (Syracuse, N. Y.: Syracuse University Press, 1962), p. 24.

Secondly, sponsorship increases the influence of the sponsor by enhancing his reputation among his peers and other professionals as a developer of school administrators. As a sponsor places an increasing number of sponsorees, he becomes known as the mentor or teacher of these individuals and their successes reflect on his ability to identify, train, and/or develop administrative talent.

Finally, the sponsorship process increases the influence of the sponsor by attracting young potential administrators to the individual and thus providing him with a supply of sponsorees. As a sponsor's reputation grows, new members of the profession learn that getting to know this man and working for him can be of great assistance to their career. In taking advantage of this knowledge, the sponsorees add to the sponsor's network of professional followers and thus his professional visibility and influence within the profession is increased.

A second and more tangible consequence of the sponsorship process for the sponsor is an opportunity to increase his annual income through invitations to give speeches, act as an educational consultant, or perform other professional services in the districts where his sponsorees are superintendents. This was a very sensitive topic when raised in the interviews, especially with those informants who had identified themselves, or were identified as active sponsors. The known sponsors generally took the position that there was no tangible return such as money available to them that was not available to any member of the profession. Their responses to questions about such benefits were similar to the following:

> There are no tangible benefits. Oh, on occasion I suppose a former student will invite you to give a speech or perform a day of consulting, but these things happen anyway.[29]

Another active sponsor who is nearing retirement came closer to suggesting that there is a relationship between consulting work and the placement of sponsorees, when he said:

> There is a kind of self advantage in this [sponsorship] for some of the people [sponsors] in training institutions, too, because if one wants to do consultation, and if one wants to be on screening committees, and if one wants to be active in the profession then he keeps in contact with those with whom he has worked. . . .

The informants who assumed the position of observer rather than an actual sponsor were much more direct in their statements relating sponsorship activities to actual monetary return for the sponsor. For example:

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[29] It is interesting to note that the individual who made this statement was identified by three different informants as a person who had made a considerable amount of money through his consultant activities and he not only identified himself as a sponsor, but is considered a very active and effective sponsor by his colleagues who were interviewed by the investigator.

> . . . these people [sponsors] then come to do surveys, and surveys are a source of income. . . .
>
> It [sponsorship] has been used very well because it has brought certain benefits to him in the form of consultantships. Obviously if you are the sponsor of X number of superintendents you can get X number of consulting contracts with those particular school districts.

This informant's implication that the X number of sponsorees will turn to their sponsor when they have need for consulting work is in accord with our earlier assertion that sponsorees share similar views and attitudes with their sponsors and consequently have considerable respect for their professional judgment.

The findings do not suggest, nor did any of the informants suggest that these consulting contracts and such, are the result of any obligation on the part of the sponsoree nor are they extracted in any illegal manner by the sponsor. These contracts are more accurately a logical result of the relationship between two professional educators who have a high personal as well as professional regard for each other. Sponsorees have consulting work to be done and they call on competent individuals whom they consider professionally qualified to do the job--often these individuals are their sponsors. This is convenient and beneficial for the sponsor, but as one informant said, "I don't think there is anything illegal or greatly immoral about it."

In the third place, as was suggested in Chapter II, sponsors take considerable pride in the accomplishments of their sponsorees and they publicly acknowledge this feeling. As would be expected, then, one of the benefits or returns accruing to a sponsor for his sponsorship activities is personal satisfaction with his contribution to the sponsoree's successes. All of the sponsors interviewed suggested that part of the return for their effort as a sponsor was in terms of personal satisfaction with the role they had played in the sponsoree's career. In the words of one sponsor:

> Well, the satisfaction that comes from the contribution that the individual [sponsoree] makes, the advancement of knowledge, the advancement or success through the administrative act. This is the kind of thing that you have been training him for and when you see it reflected so purposely, the other rewards are apparent.

One informant, speaking as a sponsoree, illustrated this return to the sponsor in a different manner. He said that he thought his sponsor received considerable satisfaction from his accomplishments as a school superintendent because, "He once told me that he tended to re-live his own early experiences as a superintendent through the experiences I would share with him growing out of my current superintendency."

A fourth kind of benefit available to the sponsor as a result of the sponsorship process is entry into numerous school districts for professional purposes. Above, we discussed the fact that he is often asked into a district by a sponsoree, but he may also request use of a sponsoree's district with some assurance that the request will be granted. This entry provides the sponsor with a source of subjects for educational experiments, a source of prospective graduate students and a source of positions for placement of his students who are prepared for positions other than the superintendency.

The above consequences of the sponsorship process that relate directly to the sponsor are, as stated, essentially positive and could well be considered "pay off" for the sponsor. There are also some less positive consequences or expenditures the sponsor must make to receive this compensation. Primarily, these expenditures are in terms of time and effort he must commit to working closely with prospective and current sponsorees and keeping close contact with the job market. If the sponsor does not spend time maintaining contacts with boards of education and with practicing administrators, he will not have sufficient information or contacts to make desirable placements for his sponsorees.

A second and related "expenditure" or cost to the sponsor in the sponsorship process is that if he has the reputation of a sponsor he will have to deal with requests for assistance from acquaintances whom he may have no desire to actively sponsor. One informant referred to such a situation when he said:

> I have a meeting, which I tried very hard to avoid and couldn't, on Sunday afternoon with a former student who is very much concerned about moving and obviously very much interested in my assisting him in any way I can.

Thus, the sponsorship process does have specific consequences for the sponsor in terms of his professional reputation and influence, his opportunities for extra income, his personal satisfaction with his professional accomplishments, and his allotment of time and effort to various professional activities.

The Sponsoree

The most obvious consequence of sponsorship as it relates to the sponsoree is that it tends to provide him with greater career opportunities and to accelerate his career advancement. The career line of the public school superintendent has historically involved gaining a number of years of experience at various positions in the school system (teacher, vice-principal, principal, assistant superintendent) prior to acquiring a superintendency. One of the ways it has been possible to by-pass these experience requirements is to have the support of an influential sponsor. One informant suggested that this has been particularly true of the young candidate for the superintendency who has just recently completed his doctoral program. He went on to add:

> Typically a person with a doctor's degree is short on experience and so to a certain extent, someone has to convince the hardheaded person who doesn't have a degree that this is a good substitute for experience. Therefore, the professor has been in a very strategic position, he can talk to another one of his proteges or someone with whom he has status and say, "Now look, even though he doesn't have all of this maturity that is supposed to guarantee wisdom, he's got wisdom vicariously another way, and therefore he should be given an opportunity." I think there is no question but that this has been advantageous for the protege.[30]

Another traditional career pattern that can be short circuited through the action of a sponsor is the tendency of individuals to begin their career as a superintendent in a relatively small district and then move to progressively larger districts in terms of student enrollment and superintendent's salary. If a superintendent has a sponsor, his visibility is increased considerably and thus his opportunities to make more significant moves both in terms of distance and district size are increased. One informant referred to these additional opportunities in the following remark:

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[30] Becker and Strauss also suggest that one of the contributions made by the sponsor is to draw attention to qualities of the sponsoree that will counteract his apparent shortcomings--in this case professional training offsets lack of experience: "A good sponsor can widen the limits within which the new candidate is judged, by asking that certain of his qualities be weighed against others. . . ." See Howard S. Becker and Anselem L. Strauss, "Careers, Personality and Adult Socialization," Organizational Careers: A Sourcebook for Theory, (ed.) Barney G. Glaser, (Chicago: Aldine Publishing Company, 1968), p. 23.

> Unquestionably you get into a wider market; that is if you are hitched to one of these either regional or national telephone centrals [sponsors] you are more likely to be able to reach out. . . .

Another informant said that when you see a young, recent graduate move directly into a small city or prestigious suburban superintendency and in a relatively short period of time move on to a large city superintendency, you often ask, "How do they make it?" The way they made it, according to this informant, was through the sponsorship process and the interest people (sponsors) had in being able to move them along at particular times in their career.

A superintendent interviewed by the investigator said that his career had evolved in the manner referred to above in that because of the support and influence of his major professor he had obtained a major (large) superintendency as his initial position as a school superintendent.

There is little doubt that in most cases individuals who are sponsored by an active and influential sponsor will advance through their career at a more rapid rate than will individuals who do not enjoy this type of support. However, some of the informants also suggested that it is possible for a sponsoree to have his career progress retarded as a result of his association with a given sponsor.

This retarding of a career can occur if the sponsoree identifies with a sponsor who is not as influential as some of his colleagues or who does not expend the time and effort necessary to stay "up to date" with respect to the job market. There are sponsors who are more effective than others and if a sponsoree associates himself with one of the less effective, his career may quite possibly be retarded rather than accelerated.

The sponsoree's career may also be retarded in terms of geographical mobility if he remains closely associated with a regional sponsor even though he has potential for assuming greater administrative responsibilities than are available within the sponsor's sphere of influence. One informant told of a sponsoree who is now a college president and has the support of a national sponsor, but whose early career had been limited to a given state primarily because he was a sponsoree of a locally oriented sponsor. He suggested that had the individual not acquired a nationally oriented sponsor, his career quite likely would have consisted of a series of successful assignments as a superintendent within the local state where his initial sponsor had considerable influence. This, of course, is speculation on the part of the informant, but it is consistent with the assertions of other informants who indicated that the career opportunities for individuals are in part determined by the sphere of influence of their sponsors.

Another consequence of the sponsorship process relating to the sponsoree is the contribution made to his professional growth and development through continued contact with the sponsor. Activities related to this post training period contact between sponsor and sponsoree were discussed earlier (see Chapters II and III) and it will suffice here to say that through such activities the sponsoree has access to information and experiences which assist him in the performance of his professional duties, broaden his professional knowledge, and widen his opportunities for professional advancement.

The Training Institution

The sponsorship process also has specific consequences for the institutions involved in training and placing public school superintendents. However, because the reputation of an institution as a sponsor of its graduates is dependent upon the sponsorship activities of its staff members, these consequences are very similar to those discussed above as directly related to the sponsor. There are certain benefits that return to the sponsoring institution for such support just as there are returns to the sponsor. Likewise, there are certain expenditures or costs that the institution must bear if they are to receive these benefits.

To receive the available benefits, the institution must make certain commitments, both financially and philosophically, to support the sponsorship activities of its staff. This means providing time away from other assignments so that staff members may become involved in activities that will result in the field contacts needed to promote the placement of their graduates. It also means providing appropriate financial assistance to conduct these field activities.[31] It means rewarding sponsorship-related activities of staff members so that effective sponsors are encouraged to remain at the institution long enough to establish the power base and influence necessary to appropriately place candidates for the superintendency.

The "pay off," or return to the institution for its support of the sponsorship process, is in the form of program visibility and prestige, which in turn attracts new students to the institution and increases the opportunities for placement of graduates of the administrative training program as well as other programs in education.

The informants were quite specific in their references to the relationship between an institution's sponsorship activities, its reputation, and its ability to attract and place students. For example, an informant speaking of an institution with a reputation for sponsoring its graduates throughout the nation, said:

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[31] One dean interviewed jokingly referred to the cost of supporting an active national sponsor when he said that he thought that over half of one of his staff members' rather sizeable budget was in long distance telephone calls.

> . . . it becomes important to this institution not only from the standpoint of assisting some individuals along the way, but from the standpoint of its own reputation and character that it has these achievements of placing people in top positions.

The informant implied that the institution (or its functionaries) saw the sponsorship process as a way of enhancing its own reputation as well as assisting its graduates in their career advancement.[32]

Another informant illustrated the importance of the sponsorship process to the reputation of a locally oriented institution with the following remark: "This sponsorship routine has made them well known throughout the entire region." It was also suggested by a different informant that the dean at this same institution understood the return available to the institution through sponsorship and that, "He is deliberately using it [sponsorship] as a means of developing the school. . . ."

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[32] This implication was validated by information gained in a subsequent interview with a former dean from the institution referred to by the informant. This individual told the investigator that when the institution first attempted to enlarge its administrative training program he had hired a certain professor because of his reputation and contact with members of the profession in the field-practicing administrators. He said that he felt this was necessary to provide the visibility the program needed if it were going to be a successful program.

How sponsorship can be "used" by an institution is illustrated in the following remarks of another dean who described his efforts to widen the influence of his institution and its administrative training program:

> A graduate program gets its reputation on the basis of its placement power and so I made every effort within my power to get the university visible, so it could make significant placements in the field of administration. For years I attended every blasted educational meeting in the field of educational administration that was held in the country. We needed visibility for our growing doctoral program so that we could place people in good positions and so that we could put our fingers on the people who had the competencies we needed for our program.

That an active sponsor is useful or valuable to a training institution in terms of attracting students to the program in educational administration is also suggested in the following reference to a man who is currently an active, well-known national sponsor:

> There is no question that his influence has been useful in recruiting people to the university--I mean into the graduate program in educational administration, because they see the effect of his helping their graduates move around.

Therefore it is obvious that one of the consequences of the sponsorship process for the institution, as well as for the sponsor, is that it contributes to the success of the recruitment process and provides a continual supply of new students for the institution.

Because of the sense of loyalty on the part of the sponsoree, a certain amount of goodwill toward the institution evolves from the sponsorship process. As in the case of the individual sponsor, the institution gains an entry into the districts of their sponsorees and is able to place in these districts the products of both their undergraduate and graduate educational programs. The situation also provides increased opportunity for the institution and its staff to perform various professional tasks in the areas of research, teacher training, field studies, consulting, etc.

These, then, are the consequences of the sponsorship process that relate specifically to the training institution. There are consequences both in terms of investment of resources and benefits that return to the institution for its investment. One informant summed up his remarks on this question of consequences for the institution as follows:

> . . . when an institution decides upon this [sponsorship activities] as an area to receive major emphasis and commits important resources, financial, personnel, and so on, that institution will gain certain recognition. . . .

The Public School System

The sponsorship process has specific consequences for the public school system that relate to the recruitment and selection of new superintendents, the performance of the superintendent, and the professional services available to the school system.

Without question, sponsors are of considerable assistance to boards of education involved in the search for a new superintendent for their school district. Whether acting as official consultants to the board or as unofficial sources responding to the needs of the board, the sponsors assist in the search for nominees, in the screening of nominees, and in making recommendations concerning the final selection of the new superintendent.[33]

The informants were unanimous in their contention that the contribution of sponsors to the recruitment and selection of the new superintendent was an invaluable service to the boards of education. The following remarks are representative of the position taken by informants on this point:

> Districts benefit in that sponsorship helps them solve an immediate problem--that of getting a person for an open position.
>
> This type of sponsorship actually is a further screening device, saves the time of the board and helps to identify the location of talent for the school board. . . . Now one of the interesting factors of this is that you get a hell of a lot of free service through sponsorship. We [sponsors] never get paid for recommending people for a particular job and our services are utilized in order to identify talent and then to give cues in the direction as to which way the school board might move.

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[33] The sponsors in principle, do not make the actual selection as this is the legal responsibility of the board. Generally the sponsors, when acting as official consultants provide the board with a specified number (usually 2 to 5) of final candidates for their consideration. Individual sponsors, however, when acting in an unofficial capacity are more likely to suggest a single candidate for the board's consideration.

Note that this sponsor suggests that the board does, in fact, act (in terms of the selection) as a result of the cues given by the sponsor. Another informant said, "Boards of education do not know much about picking a superintendent. Sponsorship helps them in the selection process. In this way the board gets not only better quality, but a wider selection of candidates to choose from."[34]

The reference to the quality of the candidates has implications for the performance of the new superintendent selected as a result of the sponsorship process if it can be assumed that the better the quality of the candidate the better his performance as a superintendent. As was suggested earlier (Chapter II), individuals who are sponsored by a well-known sponsor seldom fail in an assignment for which they were recommended by this sponsor. The sponsors are reputedly very accurate when it comes to matching a man with a position he can handle. If this is the case, then Glaser's reference to sponsors as a source of quality in candidates would hold in the area of educational administration as well as in general organizational theory. The following remarks by three different sponsors illustrate at least their expressed concern for providing quality in the candidates they recommend for positions as public school superintendent:

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[34] It has previously been suggested that sponsors are a source of quality in candidates and placement agencies a source of quantity in the recruitment of new members to any organization. See Glaser, op. cit., p. 55.

> Well, now, I did that with two purposes in mind. One, purpose was to get the guy into a better position than he now has. The other was to be able to recommend the right guy, in my estimation, for the job that is going to take a considerable amount of administrative ability to handle.
>
> . . . you try to place them where they can succeed. If they ask me for a superintendent for say, Minneapolis, I'm going to make the best judgment I can as to which people might succeed in Minneapolis. If I am quite convinced that some of our people are not prepared to face up to what is in Minneapolis, I won't recommend them.
>
> We try very hard to never just throw out names. We try very hard to make nominations that we think make sense. We have tried to build a reputation of integrity and we have a very sincere desire to help. We make our share of mistakes, but we don't knowingly push somebody that we know ought not to be pushed.

The remarks of the latter sponsor were supported in a subsequent interview with an informant who had at one time been head of the program with which the sponsor is associated. The informant, referring to this sponsor said, "_____ has been operating for years under the policy of getting the school system the best man he could find."

The remarks of the informants generally support the contention that sponsorship not only helps supply quality candidates for positions, but also provides some assurance that the candidates have the specific competencies needed for a given position.

With respect to the acquiring of "top" candidates for positions, one informant raised a different issue that is similar to a point made previously with respect to advancement of sponsorees through career lines in a single organization.[35]

He suggested that capable young superintendents will take undesirable positions with respect to location, climate, size, etc. on the advice of their sponsor knowing that they will be recommended for considerably better positions within a short period of time. If this is the case, a positive consequence of sponsorship for these less desirable districts is that it provides them with superintendents who have greater ability than they might ordinarily expect to attract to their system.

A less positive consequence of sponsorship for the school systems was raised by one informant who suggested that because the nature of the sponsor-sponsoree relationship dictated a similarity in beliefs and attitudes between the sponsor and the sponsoree, there was a very real danger that a form of "inbreeding" can occur in a given district or region in which a single sponsor or institution gains too much power or influence in the placement of superintendents. He contended that new ideas and programs other than those supported by the local sponsor will have difficulty in gaining acceptance or even entry into an area dominated by the sponsorship activities of a single person or institution and that if a system desired to make substantial changes in its educational program, it would have to seek advice from sponsors outside this area when seeking a new superintendent.

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[35] See Becker and Strauss, op. cit., p. 28.

Thus, sponsorship generally has rather positive consequences for the public school system in terms of the quality of candidates made available for a superintendency and the subsequent performance of the candidate selected for the position. However, some consideration should be given to the thought that in certain areas sponsorship might in fact result in negative consequences in that it could effectively retard the advancement of new educational programs.

The last consequence of sponsorship to be mentioned is the availability of professional services to the system in which the sponsoree is employed. Again, because of the relationship between the sponsors, his sponsor and/or the sponsoring institution the local system has access to considerable professional assistance through the superintendent's sponsor. The sponsoree is generally encouraged to contact his sponsor whenever he needs assistance related to his position. As stated earlier, this assistance often is in the form of such services as consultantships but it is also the case that the sponsoree obtains advice and direction in this manner at no tangible cost to himself or the district. Thus, depending on the qualifications of the sponsor the district has at its disposal a valuable educational resource at little or no expense, which is a direct consequence of the sponsorship process.

CHAPTER VI

SPONSORSHIP: CONCLUSIONS AND IMPLICATIONS

The purpose of this study was to examine the process of sponsorship in the career of the public school superintendent. It was suggested that the sponsorship process was a significant factor in the recruitment and selection of public school superintendents and that an understanding of the process, the individuals, and the institutions involved would contribute to our understanding of the public school superintendency as a professional career.

Conclusions

The career progress of most if not all superintendents is related in some degree to the support or activities of a sponsor or sponsors. The informants were unanimous in their support of this assertion; however, they did differ in their emphasis on the importance of sponsorship as related to the training, ability, and accomplishments of the sponsoree. Some of the informants suggested that these individuals do indeed receive sponsor assistance, but their career advancement has actually been a result of their personal attributes and professional accomplishments. Whereas, other informants contended that while these individuals who are sponsored do have considerable ability, sponsorship has been a major factor in their career advancement.

It is this latter position that was subscribed to most consistently by the informants and, in fact, was supported in examples offered by informants who professedly supported the former position. For example, one informant[36] who claimed that sponsorship really was not a major factor in the career advancement of superintendents or other members of the educational administration profession later in his interview cited an example of his relationship with a person that involved three position changes within the profession. In all three of these changes the informant, although he did not have total control over the outcome, sat in a position of considerable power and influence with respect to the selection process that resulted in the individual's (sponsoree's) move to a more advantageous position within his career. The informant (sponsor) claimed that sponsorship was not involved in the advancement of this individual through these various positions. Other informants did, however, identify these two individuals as a sponsor-sponsoree pair; and the fact that the informant had been involved in the selection of this individual for a professional position on three different occasions, one of which involved national competition, would give some validity to the contention that this was actually the case.

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[36] It is interesting to note that this informant was identified by all of the other informants as a very active and effective sponsor, while he told the investigator that he did not provide much sponsorship assistance.

This example supports the contention that sponsorship is a factor in the career progress of individuals in educational administration and refutes the informant's earlier assertion to the contrary.

Further support for the contention that sponsorship exists within the profession and specifically affects the career of the public school superintendent is contained in the following remark by another informant:

> I suspect when it comes right down to it almost every recent appointee in a prominent school district has had some kind of a sponsor working for him.

Still another informant suggested that sponsorship is one factor in the total set of experiences that contributes to an individual's progress as a school superintendent. He was referring to a man who is currently a large city superintendent, when he said:

> I certainly would not deprecate for a moment the value of his program and experiences . . . , but the individual factor you have identified [sponsorship], the concern of some of us who helped him advance, has been part of that total experience.

In addition to confirming the contention that sponsorship is a factor in the career of the public school superintendent, the data presented also provided descriptive information and insights into the activities of sponsors, sponsorees, training institutions, and public school systems.

Sponsors were identified as established members of the profession (usually, but not always professors in administrative training programs) who take an active interest in the future of newcomers to the profession and who consider assisting talented newcomers in their career progress a professional obligation. Sponsors contribute considerable time and effort to field activities leading to the recruitment of individuals into the profession and to the placement of their sponsorees in desirable professional positions. They contribute to the professional growth of their sponsorees by providing various kinds of professional services such as consulting, school surveys, speeches, advice, etc. In return for these services and related sponsorship activities the sponsor receives an increase in his professional visibility and influence, monetary reimbursement, and entry into the various school systems in which his sponsorees are superintendents.

The informants divided the general class of sponsors into two distinct sub-classes, one of which was labeled "local" and the other "national" sponsors. The former are those individuals who have considerable influence in the placement of school superintendents in a specified region such as a state or portions of two or more adjoining states. These individuals see this local region as their prime responsibility and make a concentrated effort to be involved in the educational decisions of this region. They do a great deal of "field" work in this region and attempt to establish comfortable personal relationships with board members, administrators and teachers. Through such work and the personal contact established with the decision makers in the various local school systems, they maintain a close surveillance of the job market for school superintendents and hence are prepared to take appropriate action in assisting the career advancement of their sponsorees who are or aspire to be public school superintendents. National sponsors and their activities are similar to those identified as local sponsors except for their prime area of influence. The national sponsor, as the term indicates, is influential in the placement of school superintendents throughout the nation. His "field" work and personal contacts with decision makers who select superintendents are not limited to any given geographical region; he is well known across the nation. There is also some evidence that the reputation of the national sponsor will be or may be based on his research contributions in the area of educational administration, whereas the local sponsor is reportedly practice-oriented and will not have a reputation as a researcher.

The sponsoree is an individual who has been selected by a sponsor as an individual with a potentially successful future in educational administration and who thus is deserving of his support toward this end. Sponsorees supposedly have greater ability than their peers, but on what this judgment is made is not clear at this point. It would be more accurate to say that sponsorees have certain skills, beliefs, attitudes, and personal qualities, which provide a degree of empathy with a sponsor and in turn lead to the judgment that the sponsoree has this greater ability. It is true that individuals who maintain their status as sponsorees over an extended period of time are very able and successful because success is a prerequisite for maintaining this status. However, it is also true that some individuals tapped as sponsorees are not successful and they are either dropped as sponsorees or guided into less demanding positions. Thus, it is not entirely accurate to suggest that all sponsorees have greater ability than do all individuals who do not enjoy such status.

In relation to this "empathy" between the sponsor and sponsoree it is apparent that sponsorees are individuals who seek out or, at least, do not discourage relationships that will result in their being sponsored by an established member of the profession.

The sponsoree enjoys much wider visibility than his non-sponsored colleague and this means that his career will be accelerated in terms of opportunities for movement to more prestigious superintendencies. In some cases, however, it has also been suggested that sponsoree status can act to retard an individual's career by limiting his vision and opportunities for movement to those within the sphere of influence of the sponsor.

Training institutions through their support of the sponsorship activities of staff members enhance their own reputation in terms of their ability to place graduates in certain areas or in certain kinds of superintendencies and this in turn assists the university in the recruitment of new students. The good will established between the institution, the student, and the community through successful placement of an individual that results from sponsorship activities of institutional representatives also benefits the university by facilitating access or entry into the public school system for the professional activities of the institutional staff. In general, training programs which support the sponsorship activities of staff members benefit from a corresponding increase in their professional influence, prestige, and visibility. This increase in influence and image is of either regional or national nature, depending upon the scope of activities of the staff members

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who act as sponsors of the institutional graduates.

Sponsorship activities within the profession provide the public school system with an inexpensive, often free, consulting service regarding the selection of a new chief executive for the system. This assistance is primarily of an informal nature resulting from personal contact between board members and sponsors respected for their knowledge of the available "talent" in educational administration. As one informant said, "So there is a strong dependence by a board of education on some kind of professional advice, even though it may be disorganized and kind of ad hoc."

Sponsorship activities related to the placement of the superintendent also result in a district's having access to professional knowledge, advice, and support through the close relationship of the sponsoree (superintendent) with a sponsor from the professional staff of another institution such as a college or university.

In the opinion of the informants the overall effect of the sponsorship of superintendents is beneficial or positive insofar as the public school system is concerned. However, one negative note was sounded by an informant who suggested that a form of "inbreeding" can occur under certain circumstances in which a sponsor or an institution maintains near total influence over the placement of superintendents in specific systems for an extended period of time.

In addition to this descriptive data concerning the sponsor, the sponsoree, the training institution and the public school system the remarks of the informants either directly or indirectly suggested certain questions concerning the sponsorship process in educational administration that bear further study. The next, and last, section of this report will be addressed to the task of raising some of these questions and encouraging their future examination.

Questions and Implications

What is the effect of sponsorship on the recruitment of individuals into the profession? Under the sponsorship process, recruitment results primarily from personal contact between the sponsor and a potential sponsoree. Following this initial contact the sponsor judges the individual who is a teacher, student, counselor, etc.[37] to be a potentially successful administrator and encourages him to direct his training toward this end. If, as our informants have stated, the sponsor is able to make an accurate assessment concerning the individual's administrative potential, this method of recruitment should insure an input of very able individuals for the profession. However, it must be noted that this is the very method of recruitment criticized by Goldhammer, *et al.*, as inadequate in that it is based on political considerations and leads to individuals' becoming administrators by accident rather than design.[38]

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[37] Certification laws in most states prevent recruitment of administrators from positions outside the general field of education.

Recruitment of this nature also tends to be limited because a given number of sponsors can be involved with only a few sponsorees at any given point in time. It is physically impossible for a sponsor to make an unlimited number of personal contacts with potential administrators. This form of recruitment also limits the source from which prospective administrators are recruited. The opportunities for personal contact with the sponsor will occur during his pursuit of professional interests,thus individuals who do not have similar interests are eliminated as potential sponsorees and administrators. These two limitations greatly restrict the input into the administrative profession both in terms of numbers of individuals and the diversity of their interests and backgrounds.

Our information is obviously contradictory, for on the one hand the informants suggest that individuals recruited through the sponsorship process will be very able; while on the other hand, there is evidence indicating that this is not the case and that this process will, in fact, severely restrict the recruitment of an adequate supply of professional administrators in terms of both quantity and quality. Closer examination as to the numbers and quality of individuals who are recruited and admitted to the profession through sponsorship, self-selection, testing, etc. must be made before this question concerning the role of sponsorship in the recruitment process can be resolved.

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[38] Goldhammer, *et al.*, *op. cit.*, pp. 46-47.

What is the effect of sponsorship on the distribution and placement of qualified school superintendents? We have noted previously that sponsorship assists the sponsoree in gaining greater visibility and thus increases his opportunities for professional advancement. It was also suggested that the sponsorship process serves a valuable purpose to the school districts by providing efficient access to the "talent" available when there is a need for a new superintendent.

It is also true that the practice of sponsorship creates a situation in which individuals with administrative talent can be omitted from consideration for positions for which they have the desired administrative skills. Those individuals who have the requisite skills but who have not come to the attention of an effective sponsor are often restricted in terms of the number of opportunities for employment commensurate with their skills. As one informant said, "There are many capable individuals who do not get considered for top positions because they have not graduated from highly respected training programs and thus do not have the support of these programs and the staff members there."[39]

Another informant noted that programs do not become widely known unless they have at least one very visible and well-known staff member. Thus, the sponsorship process effectively blocks the career advancement of individuals who are unable to associate themselves with individuals and/or institutions who are primary sources of advice for boards seeking new superintendents--who are active and effective sponsors.[40]

The sponsorship process, then, can "hide" administrative talent as well as provide for its identification and distribution throughout the profession. The extent to which this is the case cannot be ascertained from the data gathered in this study, but is a question that must be asked and answered as we continue to examine the career line of the public school superintendent.

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[39] A similar situation exists with respect to the careers of professors at colleges and universities. This fact is illustrated in the following statement taken from a monthly newsletter of the AERA: "Individuals seeking professional employees or employment usually rely upon colleagues, placement officers, and annual meetings for appropriate contacts. Neophytes and individuals in smaller colleges and universities seem to slip into the shadow of this scheme." See the Educational Researcher, (Washington, D. C.: The American Educational Research Association), 2: 11, (1969).

[40] Hall pointed out that effective use of this aspect of sponsorship by the "inner fraternity" allowed them to purposely "relegate those not selected (as sponsorees) to a position where they compete under decidedly disadvantageous terms." See Hall, op. cit., p. 33.

Is there an "Inner Fraternity" in educational administration that exerts considerable influence within the profession through sponsorship activities? Hall in his study of the medical profession identified an informal organization of established doctors who through their sponsorship activities controlled entry into the profession, allocation of internships and externships, appointment to hospital staffs, acceptance into office practice, and patient referrals. This group of individuals he labeled the "Inner Fraternity."[41]

The data in this study are not sufficient to establish categorically the existence of such an organization in educational administration. However, there is some evidence suggesting that such an organization or organizations may be a reality.

We have previously noted that there are two different types of sponsors with respect to the sphere of influence they have in the placing of public school superintendents.

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[41] Hall, op. cit., pp. 43-44.

Some sponsors were identified as "local" sponsors with influence only in a given state or region, whereas othere were considered to have a national orientation in their placement activities.

The existence of an inner fraternity as described by Hall among the "local" sponsors does not appear very likely. In any given region there is generally only one or possibly two active sponsors and thus it is difficult to think of them as an organization. These individuals may well perform some of the gate-keeping functions identified by Hall but not in association with other sponsors.

The individuals identified as "national" sponsors display a much greater resemblance to Hall's inner fraternity than do their "local" counterparts. The informants identified approximately ten individuals associated with some six different institutions geographically dispersed across the nation as "national" sponsors. They suggested that these individuals served together on various selection committees, sought each other's advice when acting as individual consultants for a board seeking a new superintendent, shared information concerning the career progress of various superintendents around the nation, and cooperated in numerous professional endeavors. As a group, then, these individuals exhibit three of the five characteristics of Hall's inner fraternity. They are spatially segregated, hold important posts in the profession, and exchange professional services and favours.[42]

These individuals through sharing information about superintendents and candidates for the superintendency and cooperating in the selection process for numerous districts obviously exert considerable influence over the placement of public school superintendents. The extent to which they act as a group and control these placement activities as suggested in the medical profession is a question that cannot be answered unequivocally with the kind of data obtained in this study. However, the data presented here do suggest that the inner fraternity might well be a reality with respect to the national sponsorship of superintendents and that a more intensive examination of the activities of such an organization would increase our understanding of the public school superintendency as a professional career.

<ins>What is the relationship between sponsorship, the career pattern of the superintendent, and his perception of his career future</ins>? As was stated earlier, being sponsored provides an individual with a greater number of opportunities

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[42] The inner fraternity as defined by Hall, "was a group, spatially segregated, homogeneous as to religion and ethnic characteristics, limited to the more important types of specialties, commanding the important hospital posts, and integrated into a system in which its members exchanged substantial favours." See Hall, *op. cit.*, pp. 41 and 43.

to be mobile both geographically and professionally within the sphere of influence of his sponsor. It was also suggested that being sponsored not only provides these opportunities, but requires that the sponsoree take advantage of them because if a sponsoree rejects several offers of assistance or suggestions that he should think about moving, the sponsor discontinues such offers and the sponsor-sponsoree relationship is terminated. Thus, mobility is fostered and/or encouraged by the sponsorship process.

The informants provided other evidence that the sponsorship process perpetuates or encourages the idea that advancement for the professional school superintendent involves movement from district to district. One informant who is currently an official with a national professional organization suggested that this philosophy is "taught" to sponsorees.

> Of course, these people [sponsorees] are taught in their training program a certain philosophy that dictates that they should never stay too long in one place.

Another informant who is a public school superintendent noted that a certain institution with a reputation for sponsoring their graduates encourages their people who are superintendents to move periodically.

> You see, they try to keep people on the three-to-four year cycle. It is rather chaotic for the family, but your career is that important.

In a subsequent interview with a sponsor affiliated with the institution referred to in the above remark, the reference to periodic movement of sponsorees of the institution was supported. The sponsor told the investigator that when he felt an individual had been in one place long enough, he did contact that person and urge him to consider moving. He also gave a specific example of such action:

> I talked to him on the telephone this morning, not to make him uneasy, but to say, "You have been five years where you are." If I think a guy ought to begin, if he wants to, to think of something else I take the initiative in calling him up and saying, "I find your papers aren't quite up to date and would you like to be thinking of moving maybe as of July, 1969, so I can begin to nominate you."

This informant hastily added that he did not try to force people to move if they were not interested, but it is quite obvious that mobility is encouraged through such contacts by the sponsor.

Thus, there is a definite relationship between sponsorship and the view of the career of the school superintendent as one of frequent mobility. The question that must be asked now is what is the effect of fostering such a view of the superintendency in terms of attracting individuals to the career and in terms of the quality of educational leadership made available to the public school system.

What is the relationship between sponsorship and the activities in training programs at private and public institutions? The data gathered in this study suggest that the sponsorship activities differ in their scope, objectives, and results. First, with respect to the scope of their activities, national sponsorship is closely associated with programs at private institutions. Of the six institutions identified by the informants as having varying degrees of national influence in the sponsorship of public school superintendents, four were private institutions. These four were given unanimous support by the informants as being active on a national scale, whereas the two public institutions mentioned in this category were identified by only some of the informants. On the other hand, all of the institutions referred to as locally oriented were state universities or colleges with but one exception.

There is one private institution that is very effective and active in the placement of school superintendents on a limited geographical scale. In fact, this institution dominates placement in its area and considers such activity a very important part of its graduate program. The dean at this institution told the investigator, "Sponsorship of its graduates is an obligation of the graduate school, not only in their first field position, but throughout their career." He also added that the sponsorship activities of a school generally occur in some prime area of responsibility relatively close to the institution. Given a dean with these convictions it is not surprising that this institution has a reputation for being locally oriented and effective in its sponsorship activities.

It was suggested that the reason private institutions are more active as national sponsors and public institutions as local sponsors is related to their overall institutional objectives. The public institution is supported by the local taxing unit (i.e., the state) and as such must provide services for this unit and its public schools. This philosophy is suggested in the remark of a dean from a state college, ". . . that is, we feel a very strong commitment to helping school districts try and find the best person to serve their needs." He added that such a commitment to all districts required an expenditure in time and funds that limited their sponsorship and placement activities to a relatively small geographical area. They just didn't have the resources to become involved in extensive national competition for placement of their graduates.

We might also speculate that because private institutions generally have higher tuition rates than their public competition, they must more actively recruit students. They also must recruit students because they do not have the walk-in admissions policy associated with most public institutions. It has already been suggested that recruitment is closely related to the placement and sponsorship activities of an institution. If an institution has a reputation for placing graduates in top positions, the recruitment activities of the institution will benefit. Thus, a private institution might well be motivated to seek top positions for its graduates in all parts of the country for advertising purposes and to attract an adequate supply of new students.

Because public institutions have an obligation to the residents of a specific geographical area and because they have a lesser need in terms of recruiting students, they become involved in the sponsorship of school superintendents on a local basis; whereas private institutions, in an effort to meet their own needs, actively seek a national reputation for such activities.

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APPENDIX

RESEARCH METHOD

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RESEARCH METHOD

This study is an exploratory effort dealing with a topic that has been avoided or ignored in previous examinations of the public school superintendency as a professional career. The lack of systematic information concerning sponsorship in the field of educational administration precluded the framing of specific hypotheses or a detailed theoretical framework around which the study could be designed. Therefore, the investigator developed a procedural guide for the conduct of the study based on three methodological procedures suggested by Selltiz, et al., as appropriate for exploratory studies: 1) A review of the related social science and other pertinent literature; 2) A survey of people who have had practical experience with the problem to be studied; 3) An analysis of "insight-stimulating" examples.[43]

Review of Literature

The initial task undertaken by the investigator was a review of the literature dealing with the public school superintendency as well as the concept of sponsorship in other professional and organizational settings. The results of this review were used to develop appropriate questions concerning sponsorship in the career of the public school superintendent and to aid in analysis of the data provided by the informants in the subsequent experience survey. References to this literature have been made, when appropriate, throughout the main body of this report.

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[43] Claire Selltiz, Marie Jahoda, Morton Deutsch and Stuart W. Cook, Research Methods in Social Relations, (New York: Holt-Rinehart and Winston, 1962), p. 53.

Experience Survey

The experience survey is based on the principal that people observe things, individuals, and processes around them and that these observations can be passed on to other people such as an investigator pursuing a topic to which the observations relate.

To conduct such a survey the investigator must identify, select, and contact individuals who are knowledgeable about the topic to be investigated, able to articulate analytical observations related to the topic, and willing to pass on these observations to the investigator.

A nominating procedure involving members of the educational administration profession throughout the nation was used to identify and select informants with the desired qualifications. Through this procedure eighteen informants[44] were selected to be interviewed on the basis of multiple nominations, geographic location, positions held, assumed knowledge of the topic, and willingness to participate in the study. All of the selected informants were or had been professors of educational administration and twelve of the seventeen interviewed had experience as department heads or deans. The selected informants currently reside in ten different cities in eight states, and geographically they represent the northeastern, eastern, central, southern, western and northwestern United States.

Five of the interviews were conducted in the informants' hotel rooms during the annual meeting of a national professional organization. The remaining twelve interviews took place in the office of the respective informants. The interviews were from one to one and three-quarter hours in length, and they were recorded in their entirety on tape.[45]

The Analysis of Examples

During the experience survey interviews, information was obtained concerning individuals who were currently public school superintendents and whose careers had allegedly benefited from the sponsorship process. Four of these individuals were selected and interviewed concerning the role of sponsorship in their own careers as sponsorees and superintendents. These individuals were selected on the basis of their current geographical dispersion and their association with different sponsors and different sponsoring institutions. The interviews with the selected superintendents were conducted in their respective offices in sessions approximately 90 minutes in length and again a tape recorder and supplementary notes were used to record all of these sessions.

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[44] Only seventeen informants were actually interviewed due to the investigator's inability to establish a mutually agreeable time for an interview with one individual.

[45] One interview was not recorded upon request of the informant. In all of the interviews notes were taken by the investigator to supplement the taped account of the session.

The observations and conclusions presented in this study, then, are based on the relevant literature and data obtained in a series of twenty-one interviews with individuals identified as knowledgeable about the sponsorship process as it relates to the career of the public school superintendent. These interviews, conducted in February, July, and November of 1968, were unstructured and consisted of open-ended questions as well as appropriate probes designed to encourage the informants to contribute as much information as they might have concerning the topic of the study, sponsorship.[46]

Although the interviews were essentially unstructured to allow for as much breadth and depth as possible in the informants' approach to the topic, sixteen of the informants were provided with advance notice of a number of related questions that might be considered during the interview. This procedure was not followed in the initial five interviews and it is the opinion of the author that its subsequent use improved the remaining interviews both in terms of the amount and kind of responses provided by the informants.

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[46] For a discussion of interviewing techniques appropriate for an exploratory study of this nature see Selltiz, *et al.*, *op. cit.*, pp. 235-268; Fred N. Kerlinger, *Foundations of Behavioral Research*, (New York: Holt, Rinehart and Winston, Inc., 1964), pp. 467-476; Wilson Gee, *Social Science Research Methods*, (New York: Appleton-Century-Crofts, Inc., 1950), pp. 319-323; William F. Whyte, "Interviewing for Organizational Research," *Human Organizations*, 12:15-22, Summer, 1953; and Howard S. Becker, "A Note on Interviewing Tactics," *Human Organizations*, 12:31-32, Winter, 1954.

Typed by Joann Brady